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ABSTRACT

This curriculum guide provides instructors in part-time early childhood education programs with a comprehensive overview of course descriptions, themes and topics, classroom activities and assignments, and resources. Presented in four sections--including first year courses, first year observation practicum information, second year courses, and first and second year student practicum information--the guide covers the following specific curriculum courses: child growth and development; foundations of early childhood education; the learning child; guiding and caring for young children; language; literature; science; mathematics; social studies; cooking; creative arts; music; movement; parent/teacher/community relations; health and nutrition; and first aid. Resource lists and classroom activities and assignments for each course are described. Finally, competency assessment booklets are provided for evaluating student competency during the practicum. (DST)

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PART-TIME EARLY CHILDHOOD EDUCATION PROGRAM

CURRICULUM GUIDE

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for the
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Post-Secondary Department
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INTRODUCTION

Statement of Purpose

The purpose of this Curriculum Guide is to provide instructors in Early Childhood Education Part-time Programs with a comprehensive overview of:

1. Course Descriptions
2. Themes and Topics
3. Classroom Activities and Assignments
4. Resources

The material is based upon Competencies in Early Childhood Education, Program Research and Development Branch, Ministry of Education, B.C., 1979. It is offered as a guideline for ensuring consistency and commonality in courses offered on a part-time basis throughout the province.

FORMAT

This Curriculum Guide is presented in the following format:

1. Early Childhood Education: Year 1
2. Early Childhood Education: Observation Practicum
3. Early Childhood Education: Year II
4. Early Childhood Education: Block Practicums
   Year I and II

EARLY CHILDHOOD EDUCATION

YEAR I

COURSE: CHILD GROWTH AND DEVELOPMENT I AND II

(suggested number of hours: 96-100)

Offered over 2 semesters.

COURSE DESCRIPTION:

Child Growth and Development I and II focusses on human development from conception through to the middle years, with emphasis on the preschool age child. Issues related to physical, intellectual, emotional and social development are highlighted.

THEMES:

1. The Concept of Development: History of Child Development
2. Overview of Major Theories
3. Research
4. Pre-natal Development
5. Birth and Neonate Development
6. Infant and Toddler Development
7. Pre-School Development
8. Middle Childhood Development
9. Special Issues and Concerns

THEME 1: THE CONCEPT OF DEVELOPMENT

Topic 1: Areas of development. Introduction.
Physical/Cognitive Social/Emotional.

Topic 2: Nature/Nurture Issue.

Topic 3: Maturation and Learning.

Topic 4: Continuity and Discontinuity.

Topic 5: An Ecological Approach.

Resources:

Aries, P. Centuries of Childhood. New York: Knopf, 1962.

Bronfenbrunner, Urie (Ed.). Influences on Human Development. Hinsdale, Ill.: Dryden, 1972.

De Mause, L. (Ed.). The History of Childhood. New York: Psychohistory Press, 1974.

THEME 2: OVERVIEW OF MAJOR THEORIES OF CHILD DEVELOPMENT

Topic 1: Early Theories.

- Locke (1632-1704) "Tabula Rasa".
- Rousseau (1712-1778) "Nature's Plan".

Topic 2: Modern Theories.

- Environmentalist View (Behaviorism and Social Learning Theory)
- Cognitive-Structuralist View (Piaget's Cognitive Theory)
- Psychoanalytical View (Freud's Psychosexual and Erikson's Psychosocial Theories)

Resource:

Maier, H. Three Theories of Child Development. New York: Harper & Row, 1969.

Topic 3: Comparing and Contrasting Theoretical Perspectives.

Points to consider:

a) Range of development
b) Description of development
c) How changes occur.
d) Influencing Factors.
e) Heredity and Environmental focus.
f) Areas that developmental theory covers.
g) Individual differences.
h) Distinction between development and learning.
i) Special terminology.
j) Distinction between normal and abnormal development.

Resource:

Thomas, R. M. Comparing Theories of Child Development. Belmont, California: Wadsworth Publishing Co., 1979.

THEME 3: RESEARCH

Topic 1: Methods for Studying Children.

- naturalistic studies
- clinical studies
  - a) clinical designs
  - b) interview design
  - c) correlational design
- variables
- sample selection
- treatment group
- hypothesis proposal

Topic 2: Data Collection.

- longtitudinal studies
- cross-sectional
- cross sectional/longitudinal studies

Topic 3: Ethics and Considerations in Research.

Resources:

Vasta, R. Studying Children: An Introduction to Research Methods. San Francisco: W. H. Freeman, 1979.

Irwin, D. & Bushnell, M. M. Observational Strategies of Child Study. New York: Holt, Rinehart & Winston, 1980.

Class Activity:

Divide class into small groups. Instructor presents each group with a research paper on a child development topic. Each group then analyzes the study in terms of the topics listed above in Theme 3.

THEME 4: PRE-NATAL DEVELOPMENT (CONCEPTION TO BIRTH)

Topic 1: Male and Female Reproductive Organs.

Topic 2: Genetic Infuences.

- mechanisms of heredity.
- inherited characteristics. (physical/personality/intelligence)

Topic 3: Conception. Prenatal Stages of development.

1) Germinal/Ovum Stage.
2) Embryonic Stage.
3) Fetal Stage.

Topic 4: Birth Defects.

- Genetic (counselling)
- Environmental (teratogens)
- Prenatal Medicine

THEME 5: BIRTH

Topic 1: Preparation.
Topic 2: Labour.
Topic 3: Newborn - Assessment/States.
Topic 4: Complications.
Topic 5: Individual Differences.

Resources:

The Growing Years. Prenatal Development.
The Newborn.

Apgar, V. & Beck, J. Is My Baby All Right? New York: Pocket Books, 1974.

Lamaze, F. Painless Childbirth: The Lamaze Method. New York: Pocket Books. 1972.

LeBoyer, F. Birth Without Violence. New Yrk: Knopf, 1975.

MacFarlane, A. The Psychology of Childbirth. Cambridge: Harvard University Press, 1977.

Nilsson, L. A Child is Born. New York: Delacourte Press, 1976.

Nyhan, W. The Heredity Factor. New York: Grossett Dunlap, 1976.

Richardson, K. & Spears, D. Race and Intelligence. Baltimore: Penquin, 1972.

Scheinfeld, A. Your Heredity and Environment. New York: Lippincott, 1967.

THEME 6: INFANTS AND TODDLERS

Topic 1: Physical Development
- Growth and Motor Development
- Daily Routines. (Feeding, Sleeping)

Topic 2: Perceptual Development
- Sight
- Touch (manipulation)
- Movement - rolling over, sitting, creeping, crawling, walking.
- Organization and interpretation of perceptual information.

Topic 3: Cognitive Development: Theories of Language Development: Behaviorist View, Nativist, Cognitive Structuralist.
- Piaget's Sensorimotor Period - Stages.
- Language Development, Crying, Babbling, Cooing, Forming Words, Short Sentences.

Topic 4: Social Relationships and Personality Development
- Bonding.
- Attachment.
- Separation.
- Theories of Attachment.
    Psychoanalytic
    Behaviorism
    Social Learning Theory
    Cognitive Theory
    Ethological Theory

Topic 5: The Development of Concept of Self.
- Psychosexual Theory. (Freud)
- Psychosocial Theory. (Erikson)
- Behaviorist/Social Learning Theory.

Topic 6: Aggression.

Topic 7: Role of Parent, Caregivers and Culture in Fostering Social/Emotional Development

- Mothering.
- Fathering.
- Effects of Day Care. (Infants/Toddlers).

Resources:

Bigner, J. J. Parent, Child Relations. New York: Macmillan, 1979.

Brazelton, T. B. Infants and Mothers: Differences in Development. New York: Delacorte, 1971.

Cratty, B. J. Perceptual and Motor Development in Infants and Children, Englewood Cliffs, N. J.: Prentice-Hall, 1979.

Erikson, E. H. Childhood and Society, New York: Norton, 1963.
Englewood Cliffs, N. J.: Prentice-Hall, 1979.

Gunther, M. Infant Feeding, Chicago: Regency, 1971.
Park Press, 1977.

Klaus, M. H. & Dennell, J. H. Maternal-Infant Bonding.
St. Louis: Mosby, 1976.

White, B. L. The First Three Years Life. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

Videotapes:

The Growing Years: The Growing Infant.

The Growing Years: The Learning Infant.

THEME 7: THE PRE-SCHOOL YEARS

Topic 1: Physical Development
- Growth
- Diet and health
- Physique and personality (S. Sheldon's Theory of Body Type and Personality)
- Locomotion
- Manipulation
- Perception
    - attention
    - discrimination
    - reading/math readiness

Topic 2: Cognitive Development
Theories of Development
- Behaviorist view
- Gesell's stages of Development
- Piaget Pre-Operational Stage
- Bruner's View of Representation

Topic 3: Language Development
- Syntax, grammatical structure
- Language and thought
- Language and culture

Topic 4: Assessing Intelligence
- Tests and Assessment Instruments
- Stanford/Binet, Wechsler
- Reliability and validity
- Culture

Resources:

Videotapes: The Growing Years.
- The Child's Mind.
- Aspects of Intelligence.
- Pre-school Mental Development.
- Developing Language Skills.

Anastasi, A. Psychological Testing. New York: Macmillan, 1976.

Brown, R. A First Language: The Early Stages. Cambridge, Mass.: Harvard University Press, 1973.

de Villiers, P. A. and de Villiers, J. C. Early Language. Cambridge, Mass.: Harvard University Press, 1979.

Piaget, J. and Inhelder, B. The Psychology of the Child. New York: Basic Book, 1969.

Roby, Pamela. Child Care, Who Cares? New York: Basic Books, 1969.

Singer, D. G. and Revinson, T. A. How a Child Thinks: A Piaget Primer. New York: New American Library, 1978.

THEME 7: THE PRE-SCHOOL YEARS continued

Topic 5: Learning and Instruction.

- Bereiter - Englemann Approach.
- Bruner's Theory of Learning
- Learning through Play
- Montessori's Theory of Learning
- Piaget's View of Knowledge

Special Preschool Programs:

- Head Start and Follow Through
- Educational programs for physically and mentally handicapped

Resources:

Videotapes: The Growing Years.
The Pre-School Experience.
Play.

Boegehold, B. D. et Al. Education Before Five. New York: Bank Street College of Education, 1977.

Bruner, J. S. The Process of Education. Cambridge, Mass.: Harvard University Press, 1966.

Day, C. M. and Parker, R. K. (eds) The Preschool in Action: Exploring Early Childhood Programs. Boston: Allyn and Bacon, 1971.

Garvey, C. Play. Cambridge, Mass.: Harvard University Press, 1977.

THEME 7: PRESCHOOL SOCIAL AND PERSONALITY DEVELOPMENT

Topic 1: Theories of Personality Development
- a) biological theory
- b) social learning theory
- c) cognitive theory
- d) psychosexual theory
- e) psychosocial theory

Topic 2:
- Moral Development (It is suggested that the topic be deferred and dealt with during Middle Years)
- Piaget's theory
- Kohlberg's theory

Topic 3: Role of Family in Socialization of Child

Topic 4: Role of School

Topic 5: Role of Peers

Topic 6: Special Concerns
- Androgeny
- Aggression
- Altruism
- Fears
- Fantasy
- Humor

Resources:

Videotapes: The Growing Years.
- Pre-school Personality.
- Social Stereotyping.
- Moral Development.

Bettleheim, B. The Uses of Enchantment: The Meaning and Importance of Fairy Tales. New York: Knopf, 1976.

Damon, W. The Social World of the Child. San Francisco: Jossey Bass, 1977.

Fisbach, S. and Singer, R. Television and Aggression. San Francisco: Jossey Bass, 1971.

Edge, D. (ed). The Formative Years: How Children Become Members of Their Society. New York: Schochen, 1970.

Maccoby, E. E. and Jachin, C. N. The Psychology of Sex Differences. Stanford, Calif.: Stanford University Press, 1974.

THEME 8: MIDDLE CHILDHOOD: PHYSICAL DEVELOPMENT

Topic 1: Physical Development

- Physical appearance and self-concept
- childhood obesity
- handicaps
- Motor Skills
- Health - Diet/Nutrition
- Hyperactivity

Topic 2: Growth and Personality

- Erikson's psychosocial theory
- Sex role development
- Personality problems - fear/anxiety, phobias, psychosis

Topic 3: Role of Home, Peers and School in Social/Emotional Development

- group norms, friendship, social prejudice

Topic 4: Cognitive Development

- Cognitive theory (Piaget's Concrete Operational Stage)
- Problem-solving
- Cognitive styles
- Intelligence testing (aptitude tests)
- Reading
- Learning disabilities
- Gifted children

Topic 5: Learning and Instruction

- Bereiter-Englemann Approach
- Bruner's theory of learning
- Learning through play
- Montessori's theory of learning
- Piaget's view of knowledge

Special Preschool Programs

- Head Start and Follow Through
- educational programs for physically and mentally handicapped

THEME 9: SPECIAL ISSUES AND CONCERNS

- Concept of death
- Concept of foreigners
- Mainstreaming
- E.S.L. and immigrant families
- Cross-cultural child-rearing
- T.V.
- Home vs. group care
- Nuclear war
- Men as nurturers
- Child abuse
- Adolescence

* NOTE:

These are only some of the many topics that an instructor may wish to expand further either at the conclusion of the course or at appropriate times throughout.

Suggested Texts for Child Growth and Development

Ambron, S. (3rd). Child Development. Toronto: Holt, Rinehart and Winston, 1981.

Bee, Helen. The Developing Child. New York: Harper and Row, 1980.

Berger, K. The Developing Person. New York: Worth Publishers, 1980.

Karmel, M. O. and Karmel, L. J. Growing and Becoming Development from Conception Through Adolescence. New York: Macmillan Publ. Co., 1984.

Lawton, J. T. Introduction to Child Development. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1982.

Mussen, P. H., Conger, J. J. land Kagan, J. Child Development and Personality. (5th ed). New York: Harper and Row, 1979.

Papalia, D. E. and Olds, S. W. A Child's World. New York: McGraw Hill, 1979.

CHILD GROWTH AND DEVELOPMENT I AND II

Resources:

*Note:

Videotapes from the British Columbia Knowledge Network series: The Growing Years are available through local community colleges. The appropriate tape title has been listed beside each theme or topic where applicable.

Since every child development text offers suggestions for classroom activities, discussions and possible assignments, none have been included here.

Observation assignments related to child growth and development have been included in the Section entitled: OBSERVATION PRACTICUM.

COURSE: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

(Suggested number of hours: 48-50)

Course Description:

This course provides an introduction and overview of early childhood education. It focusses on societal issues, historical influences and contemporary trends which shape philosophies and approaches to child care.

THEMES:

1. Types of Early Childhood Education Programs and Relevant Terminology.
2. Sociology of the Family.
3. Historical Influences in Early Childhood Education.
4. Exploring Self.
5. The Staff in Early Childhood Settings.
6. Understanding Philosophy and Developing Goals.

COURSE: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

THEME 1: TYPES OF E.C.E. EXPERIENCES AND RELEVANT TERMINOLOGY

(suggested number of hours: 6)

Topic 1: Discuss the variety of Programs available.

1. Nursery/Pre-school Programs
2. Parent Participation Pre-school Programs
3. Family Day Care (Licensed and Unlicensed)
4. Infant Group Day Care
5. Toddler " " "
6. 3-5 Group Day Care
7. Out of School Care
8. Special Needs Programs
9. Other

Topic 2: British Columbia Facility and Personnel Regulations.

- Review B.C. Regulations.

Resources:

Types of Child Care Facilities and Licensing Procedures. Booklet # 1, Daytime Services for Children in B.C., P.C.C.F.L.B., Victoria, 1980.

Provincial Child Care Facilities Regulations. B.C. Reg. 403/78. Available from: Ministry of Health, Victoria, B.C.

THEME 2: SOCIOLOGY OF THE FAMILY

(suggested number of hours: 9)

Topic 1: The Family as a Social Unit.

- Discuss different concepts of nuclear family, extended family, blended family, single parent family, foster parents, homosexual/lesbian parents, communal families, cross-cultural kinship concepts.

Topic 2: Functions of the Family.

Discuss how the family meets the needs of its members and society re:

- Socialization of young children.
- Reproduction.
- Ethics and Morals - Value, Belief Systems, Attitudes and World View.
- Economic.
- Emotional/Physical/Nurturing.

Classroom Activity:

Have students in pairs discuss their own personal family experience and analyze how their families have fulfilled the five above-mentioned functions.

OR:

As a large group invite individuals to share their family experience.

Resources:

Packard, Vance. Our Endangered Children: Growing Up in a Changing World. Little, Brown, 1983.

Films: Mothers are People.
Would I Ever Like to Work.
The World of One in Five.
Extensions of Family.
The Family: Portrait of Change.

All available through National Film Board (N.F.B.).

Topic 3: Changing Status of Children - 300 Years, Western Society.

Phase I	1700-1750	From Muller, P., *The Tasks of Childhood.* McGraw Hill, 1969.
Phase II	1750-1880	
Phase III	1880-1930	
Phase IV	1930-Present	

Topic 4: Other Issues and Concerns.

1) Changing sex roles: Men as nurturers at home and in E.C.E. settings.

2) Family Conflicts - Death, Separation, Divorce, Moving, etc.

3) Family Counselling.

4) Child Abuse.

NOTE: These topics may be dealt with in other areas of the Program. (Parent, Teacher and Community Relations and Interpersonal Communications) - but are worth brief mention at this point.

THEME 3: HISTORICAL INFLUENCES ON E.C.E.

(suggested number of hours: 6)

Topic 1: The Roots of E.C.E.

- Discuss the history of programs for young children.
- Refer to material in Sociology of the Family Unit on Ways to View Young Children.
- Discuss 19th Century contributions of Robert Owens, Fredrick Froebel, Margaret McMillan, Maria Montessori, Elizabeth Peabody.

Topic 2: Contemporary Influences in E.C.E.

- The Montessori Movement.
- The Piagetian Approach.
- The Behaviorist Movement.
- The Psychoanalytical Approach.

Topic 3: Recent Trends and Issues in E.C.E.

- Child advocacy movement.
- Increased need for services.
- Recognition of past research and the need for more.
- Increased flexibility and options for teacher training and programs for children.

NOTE: Special Resource.

Wycherley, K. Brief History of the Pre-School Movement in B.C. to 1974, Available from British Columbia Pre-School Teacher's Association (B.C.P.S.T.A.).

Resources:

Evans, E.D. Contemporary Influences in Early Childhood Education. Holt, Rinehart and Winston, Toronto, 1975 (2nd Ed.)

Hendrich, Joanne. The Whole Child: New Trends in Early Education. The C.V. Mosley Company: Toronto, 1980. (Part 8, Chapter 20, p. 339-344).

Lay, M. Z. & Dopyera, J. E. Becoming a Teacher of Young Children. D.C. Heath and Company: Toronto, 1977. (Section Two, Chapter 3, p. 55 to 84) & (Section Four, Chapter 14, p. 363-400).

Lundsteen, S. W. & Tarrow, N. B. Guiding Young Childrens' Learning. McGraw-Hill: Toronto. 1981. (Part One, Chapters 2 & 3, p. 33 to 53).

Videotape: The Pre-school Experience, Videotape from The Growing Years. Knowledge Network.

THEME 4: EXPLORING SELF

Topic 1: Your personal history/experience
- Self concept
- Personal Style

Classroom Activity:

Have students "define themselves" in terms of their role in life, moods, appearance, social status, talents, intellectual capacity, belief system, ethnic origins, moral values, etc. Students can work in pairs or small groups. (20 minutes) Then as a large group, discuss the influence of one's self-concept for each of us as teachers/guiders of young children.

Resources:

Adler, R. & Towne, N. *Looking Out, Looking In*. Holt, Rinehart and Winston, Toronto, 1981.

Read, K. & Patterson, J. *The Nursery School and Kindergarten*. Holt, Rinehart and Winston: Toronto, 1980. (Chapters 4 & 11).

THEME 5: EARLY CHILDHOOD CENTRE STAFF

Topics:

1. Role of the director
2. Planning
3. Staff Meetings and discussions
4. Role of the Head Teacher
5. Volunteers
6. Parents
7. Professional development

*NOTE: Resources for these topics may be found under Parent/Teacher/Community Relations where they will be dealt with in more detail.

COURSE: THE LEARNING CHILD

(Suggested number of hours: 48-50)

Course Description:

This course focusses on the role of the adult in establishing both a physical and interpersonal environment that facilitates learning through play. It provides an in-depth study of the values of play for young children and suggests concrete steps for translating theory into practice.

THEMES:
1. Play: A Learning Medium.
2. Play: Theoretical Overviews.
3. Play: Its Value, Stages & Types.
4. The Prepared Environment: Indoors.
5. The Prepared Environment: Outdoors.
6. Evaluating Toys and Equipment.
7. Schedules and Routines in a Play Environment.
8. Learning Centres.
9. The Teachers' Role in Play.

THEME 1: PLAY AS A LEARNING MEDIUM

(suggested number of hours: 3)

Topic 1: Introduction to Play.
Topic 2: Definitions of Play.
Topic 3: Importance of Play as an Educative Process.

Resources:

Jameson, K. and Kidd, P. Pre-school Play. Cassell-Collier MacMillan, 1974.

Ibid. Play: Childrens' Business. ACEI, 1979.

Sponseller, D. Play as a Learning Medium. N.A.E.Y.C., 1974.

Bruner, J., Jolly, A., and Sylva, K. Play: Its Role in Development and Evolution. New York: Basic books, Inc., Publ., 1976.

Films:

The Serious Business of Play, from The Nature of Things Series, CBC., 28 mins., 1974.

Play, V.H.E. 52 (O.E.C.A.), 29 mins., 1980.

Play to Learn, N.F.B. Woodlands School, New Westminster, B.C., 1978.

I Was a Kid Who Couldn't and Now I Can, VSP. 4 Video, 1981, 29 min. PEMCE.

Classroom Activity:

1. Each student takes a small object from purse or pocket. (or instructor may supply each student with a paper clip.)

   Have students (singly or in pairs) explore, use, discuss the play object and list all the things they discovered about the object.

   Guide discussion to the importance of play as a means of learning.

2. Have students in small groups define "play". Share definitions with class. Compile a simple definition.

THEME 2: PLAY: THEORETICAL OVERVIEWS

(suggested number of hours: 3)

Topic 1: Classical Theories of Play.

a) The Surplus Energy Theory. Karl Groos.
b) The Relaxation Theory. G.T.W. Patrick.
c) The Recapitulation Theory. L. Gulich & G. S. Hall.
d) Instinct - Practice Theory. Karl Groos.

Topic 2: Contemporary Theories of Play.

a) Brian Sutton-Smith
b) Piaget
c) L. Smilansky
d) Parton

Classroom Activity:

(Prepare file cards with play scenario on them and distribute to selected students.) Role play children at play and have students identify the stage and type of play being demonstrated.

Assignment:

Have students do a 1-hour observation on young children at play. Have them provide examples of each stage and type of play.

THEME 3: PLAY - VALUE, STAGES AND TYPES

Topic 1: Value

- Discuss play in general terms for its specific social, emotional, physical and cognitive values. Play's role in the child's personality development.
- Observing play behaviors.

Topic 2: Types of Play

- Functional play
- Constructive play
- Dramatic play
- Socio-dramatic play
- Skill practice
- Sense pleasure

These stages are based on the work of Ruben, 1977 and Smilansky, 1968.

Topic 3: Stages of Play

- Play with adults
- Solitary play
- Onlooker play
- Parallel play
- Associative play
- Cooperative play
- Games with rules

These stages are based on the work Piaget, 1968 and Parten, 1932/33.

Topic 4: Teacher's Role in Facilitating Play

- Supporting and extending play
- Interference in play

Resources:

Almy, M. "Spontaneous play: an avenue for intellectual development", in *Young Children*, 1967, 22, pp. 265-277.

Cherry, C. *Creative Play for the Developing Child: Early Lifehood Education Through Play*. Belmont, Calif.: Fearon Publ., 1976.

Hartley, R. E., Frank, L. K. and Goldenson, R. M. *Understanding Children's Play*. New York: Columbia University Press, 1952.

Herron, R. E., and Sutton, Smith, B. *Child's Play*. New York: John Wiley & Sons, 1971.

Millar, S. *The Psychology of Play*. Baltimore: Penquin Books, 1968.

Piaget, J. *Play, Dreams and Imitation in Childhood*. New York: Norton & Co., Inc., 1962.

Riley, Sue Spayth. "Some reflections on the value of children's play," in *Young Children*, Vol. 28, # 3, (Feb. 1973), pp. 146-153.

Schaefer, C. (ed.) *The Therapeutic Use of Children's Play*. New York: Jason Aronson, Inc., 1976.

Smilansky, S. *The Effects of Sociodramatic Play on Disadvantaged Children*. New York: John Wiley & Sons, Inc., 1968.

Film: *Dramatic Play...An Integrated Process for Learning*.

Classroom Activity:

1. Have students analyse actual situations from pre-schools and daycare and discuss in small groups how the teacher could have supported and then extended play.
2. Do the above but select examples where the teacher or another adult may have interfered with play.

Assignments:

Design observation guidelines so that students can go out and observe children at play. Have them identify the stages and types of play children engaged in.
Discuss (in essay form) the value of this type of play.

THEME 4: THE PREPARED ENVIRONMENT (INDOORS)

(suggested number of hours: 9)

Topic 1: Key Components of Early Childhood Settings.

a) space - physical setting
b) time - routines, schedules
c) things - materials, equipment
d) people - staff, children, parents, volunteers

Resources:

Nash, Chris. The Learning Environment. Collier MacMillan Canada, Inc., 1979.

Nash, Chris. Workshop # 2: Planning Classroom Space. Toronto: OISE.

Topic 2: Designing the Indoor Environment

1. Creating a sense of beauty - colour, texture, lighting, arrangement of furniture, materials and equipment.

2. Creating a sense of belonging - Personal space for each child and adult.

3. Relationship between physical setting and program goals. i.e. Montessori, Parent Participation, Child Centered Nursery and Day Care, Head Start (Cognitive) Programs.

4. Aspects of child development to be considered when planning physical environments.

   (Social/Emotional/Cognitive and Physical Development)

5. Learning Centres which foster growth in each of these developmental areas:

   Art, Music, Science, Library and Language Arts, Table Toys, Blocks, Sand/Water, Cooking, Gross Motor, Social Studies, Drama)

Topic 3: Room Arrangement: A Teaching Strategy

1. Effect of Room Arrangement and display of materials on children's behavior.

2. Effect of room arrangement on the acquisition of specific skills and concepts.

Resource:

Filmstrip: Structuring the Physical Environment.

Prescott, Elizabeth and Krelchevesky, Sybil. Planning Environments for Young Children Physical Space. NAYC, 1969.

Classroom Activity:

Prepared envelopes containing pre-cut, geometric shapes of basic furniture and equipment needed in an E.C.E. setting. In small groups have students plan a daycare setting using the cut-outs. (A cleared table top is needed for each group.) Review the principles of physical design.

Assignment:

At the conclusion of the course, each student must design an indoor/outdoor plan for a group day care. (Assignment sheet follows.)

THE LEARNING CHILD

ASSIGNMENT: DESIGN OF AN INDOOR AND OUTDOOR ENVIRONMENT

Objective:

To design a day care centre which will support the needs and enhance the total growth and development of the preschool child.

Presentation:

This assignment consists of TWO parts.

1. A scale, model blueprint of the facility, indoors and out. Make provision for:
   - access to centre and outdoor play space.
   - all learning centres (furniture, key materials).
   - staff and parent provisions.
   - toilets and sinks.
   - kitchen area.
   - large equipment and storage areas.
   - windows, lighting, ventilation.
   - floor covering.
   - ground covering.

   This model should be drawn on sturdy paper of at least 18" X 24". Use of colour is encouraged!

2. Short essay which includes the following information:
   - size, ages and any special needs of the group.
   - number of staff employed.
   - all information regarding the indoor/outdoor environment which cannot be displayed visually on your design. This should include comments regarding use of colour, aesthetic aspects of the centre, types of furnishings, design of cubbies, special and interesting features, etc.
   - careful attention to all criteria listed.
   - attractiveness and neatness of presentation.
   - rationale for decision regarding indoor/outdoor designs.
   - creative, innovative ideas.

THEME 5: THE PREPARED ENVIRONMENT (OUTDOORS)

(suggested number of hours - 6)

Topic 1: Types of Playgrounds.

1) traditional
2) creative
3) adventure.

Play Environments:

Slide-tape presentation/15 minutes/Available from Children's Play Centre, Vancouver, B.C.

Topic 2: Importance of Outdoor Play.

a) vanishing play spaces
b) today's sedentary habits
c) ignorance of outdoor skills
d) use of leisure time
e) quality of life.

Resource:

Miller, Peggy. Creative Outdoor Play Areas. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1972.

Topic 3: Designing for Outdoor Play.

a) landscape restrictions
b) equipment
c) storage
d) adult areas.

Film Strip: Planning Play Spaces for Young Children. Available from Childrens' Play Resource Centre, Vancouver, B.C.

Topic 4: Adult Role in Outdoor Play.

Resources:

Ellison, G., "Evaluating outdoor play spaces". Play Structures. Pasadena, Calif.: Pacific Oaks College, 1974.

Baker, K. R. Let's Play Outdoors. N.A.E.Y.C., 1966.

Films:

Concept Development in Outdoor Play. 18 min., 1974.

Where Can Children Play? I.Y.C., 1979. (filmstrip and tape).

1) In International Overview
2) Planning Play Spaces for Young Children (15 min. each).

Outdoor Play: A Motivating Force for Learning. (20 min.)

Classroom Activity:

1. In small groups have students compile a list of the benefits of outdoor play. Discuss.

2. In small groups have students compile a list of activities and equipment to be included in an outdoor play space for:

   a) gardening
   b) pets
   c) balancing
   d) swinging and hanging
   e) throwing/catching
   f) dramatic play
   g) climbing
   h) drawing, painting, sculpting
   i) construction.

THEME 6: EVALUATING TOYS AND EQUIPMENT

(suggested number of hours: 3)

Topic 1: Evaluation Criteria.

1) safety
2) manageability
3) flexibility - open or closed ended?
4) age appropriateness
5) individual, pair or group use
6) durability
7) learning potential
8) social values
9) multi-cultural balance
10) aesthetic value.

Topic 2: Resources for Purchase/Cost Considerations.
Resources for "Free" Material.
Home-made Materials.

Resources:

Consumer and Corporate Affairs, Backgrounder, Canada, (November, 1981).

Equipment for Children. (Booklet # 4). Daytime Services for Children in British Columbia. Available from: P.C.C.F.L.B., Parliament Bldgs., Victoria, B.C., (March, 1980).

Play - Childrens' Business: A Guide to the Selection of Toys and Games, Washington, D.C.: A.C.E.I., Bulletin No. 7A, 1968.

Selecting Education Equipment and Materials for School and Home, A.C.E.I., 1980.

Classroom Activity:

Have each student bring an example of what he/she considers to be a "good" or "poor" toy and discuss each in terms of the 10 criteria points for evaluating. Items may be presented to small group or large group depending on number of students.

NOTE: This is a time consuming but interesting and informative activity.

THEME 7: SCHEDULES AND ROUTINES

(suggested number of hours: 3)

Topic 1: Routines.

a) arrival
b) toileting
c) mealtime/snack
d) nap
e) circle
f) clean up
g) departure

Discuss each routine in terms of:
- where and when it occurs
- # of children involved
- goals for learning
- atmosphere, potential problems & procedure

Topic 2: Transitions.

- Discuss the goals and purpose of transitions.
- Signals, warnings, cues, routine transitions.

Topic 3: Schedules.
a) Daily schedules for nursery school and daycare.
b) Special events and guests.

Classroom Activities:

Routines: Role play each routine and discuss.

Transitions:

Role play each transition. Get suggestions from class on novel ways of moving children from one routine to another, e.g. for dismissal from group circle to snack, have teacher call up each child on individual basis and clap out a rhythm for the child to repeat. The length and complexity of the rhythm can be adapted to the ability of each child.

Schedules:

In small groups have students plan a daily schedule for A.M./P.M. nursery school program and daycare program. Compare group schedules. Discuss similiarities and differences.

Resources:

Davidson, Jane. "Wasted time: the ignored dilemma, " *Young Children*, (May, 1980).

Lundsteen, S.W. and Tarrow, N. B. *Guiding Childrens' Learning*. McGraw-Hill Book Company, Chapter 14, pp. 432-438.

THEME 8: SPECIALIZED PLAY AND LEARNING THROUGH PLAY

(suggested number of hours: 3)

Topic 1: Play with Infants and Toddlers.

Topic 2: Play with Special Needs Children.

Discuss the particular needs and play stages of infants and toddlers.

Classroom Activity:

NOTE:

It is suggested that 2 guest speakers be invited to present this session, each providing an overview of the topic. Specially adapted materials, (i.e. puzzles with large knobs on each piece for cerebral palsied child or braille books for blind child) might be introduced and discussed.

Resources:

Booklets, pamphlets, speakers from local associations for the physically and mentally handicapped and/or infant development programs.

Paul, James E. Understanding and Working with Parents of Children with Special Needs. Montreal: Holt, Rinehart and Winston, 1981.

Children with Special Needs in Daycare: A Guide to Integration, Health and Welfare Canada, 1980. (Cat. E H 76-34).

Stafford, P. L. Teaching Young Children with Special Needs. St. Louis: Mosby, 1978.

THEME 7: LEARNING CENTRES

(suggested number of hours: 15-18 hrs.)

Topic 1: Block (Construction) Centre
Topic 2: Dramatic Play Centre
Topic 3: Manipulative Toys Centre
Topic 4: Language Arts/Library
Topic 5: Sand, Mud and Water
Topic 6: Cooking
Topic 7: Science
Topic 8: Social Studies
Topic 9: Woodwork
Topic 10: Gross Motor
Topic 11: Art
Topic 12: Music/Movement

** NOTE: Each Centre should be discussed in terms of:

1. Its goals for social, emotional, physical and cognitive development.

2. Review of stages of development (Piaget's Sensorimotor, Pre-operations and Concrete Operations Stages) and relevant activities in each of the above areas.

3. Materials/equipment for each Centre.

4. Location of Centre in physical set-up of facility. Special considerations (review material on prepared environment - indoors).

5. Role of the teacher in facilitating learning through play.

Classroom Activity and Assignments

It is suggested that students be given the responsibility of presenting this material to fellow classmates.

Individually, in pairs or trios, depending on size of class, students will prepare and present each Learning Centre.

Instructor should prepare 12 Learning Centre packets containing printed material covering the previously listed 5 parts. Any good curriculum guide to Early Childhood Education Program planning will provide the required information. Instructors may reproduce appropriate articles for each packet.

Students then select the Centre they wish to present. A bibliography and list of available audio visual resources should be included so that students may augment the information provided.

Sample assignment sheet and Evaluation Form are attached. Students may be provided with evaluation sheets or instructor may choose to do evaluation her/himself.

Each "Learning Centre" presentation should take about 1 to 1 1/2 hours including class discussion.

THE LEARNING CHILD

IN-CLASS PRESENTATION ON E.C.E. LEARNING CENTRES

Individually or in pairs, prepare and present to the class, information on one of the learning centres using the guidelines presented below. The presentation should be approximately one half hour in length. Where possible bring examples of equipment or materials to class to illustrate your points or demonstrate some of the variations or possibilities of the material. Be as creative and as imaginative as you like. You may even wish to involve your classmates in exploration of the materials.

Evaluation of the presentation will be done by the student and the instructor using the accompanying form.

Choose ONE of the following learning centres:

* Block Centre
* Housekeeping/Dramatic Play
* Gross Motor Centre

* Science/Socials Centre
* Table or Manipulative Toy Centre
* Music Centre

* Sand Centre
* Water Centre
* Library, Puppets, Flannel Board, etc.

* Cooking Centre
* Woodworking Centre
* Creative Arts Centre

PRESENTATION GUIDELINES

Where applicable, include the following information as related to the learning centre.

- Value(s) of the learning centre.
- Varieties of materials available.
- Equipment, display or set-up of material, storage.
- Suggested location of centre and special considerations.
- Developmental stages in use of material (where applicable).
- Role of the teacher in planning, setting up and presenting the material.
- Accessories or additional equipment that could be made available.
- References, resource. (Student may wish to bring a selection of books for classmates' perusal.)

EVALUATION OF IN-CLASS PRESENTATION OF E.C.E. LEARNING CENTRES

I. Content

1. Demonstrated knowledge and understanding of the topic.
   (1 2 3 4 5)

2. Presented relevant information as outlined in the guidelines.
   (1 2 3 4 5)

3. Introduced an appropriate amount of material.
   (1 2 3 4 5)

4. Organized and presented material well to facilitate learning.
   (1 2 3 4 5)

5. Suggested reference/resource material for future use.
   (1 2 3 4 5)

II. Presentation: Communicated Effectively By:

1. Using eye contact and facial expression appropriately.
   (1 2 3 4 5)

2. Having a clearly audible voice and varied tone and pace of voice.
   (1 2 3 4 5)

3. Presenting material clearly and effectively.
   (1 2 3 4 5)

4. Responding appropriately to questions from the class.
   (1 2 3 4 5)

THEME 9: THE TEACHERS' ROLE IN PLAY

(suggested number of hours: 3)

Topic 1: Low level teacher involvement

- exploratory play and manipulative material
- consider child's maturation and readiness level

Topic 2: Low/medium level teacher involvement

- elaboration
- extending and expanding materials
- motivating child through encouragement and challenge

Topic 3: Medium level teacher involvement

- providing verbal directions
- assisting child in his/her play throuogh statements

Topic 4: High level teacher involvement

- providing physical help
- modelling
- demonstrating
- verbalizing

Resources:

Wilson, L. and Headley, N. Working with Young Children. A.C.E.I. Publication E ISBN, 0-87173-101-0, 1983.

Johnson, D. and Johnson, R. Learning Together and Alone. Englewood Cliffs, H. J.: Prentice-Hall, 1975.

Kamii, C. "An application of Piaget's theory to the conceptualization of a preschool curriculum", in R. K. Parket (ed.). The Preschool in Action, Boston: Allyn and Bacon, 1972.

Klein, J. Making or Breaking It: The Teachers' Role in Model (Curriculum) Implementation. Young Children, 1973, 28, pp. 359-366.

Read, C. & Patterson, June. The Nursery School and Kindergarten. (Part 4), Curriculum (7th ed.), Montreal: Holt, Rinehart and Winston, 1980, pp. 245-370.

Spodek, B. Teaching in the Early Years. (2nd ed.), Englewood Cliffs, N.J.: Prentice-Hall, 1978.

**For OBSERVATION assignments related to Learning Child, see section entitled: Observation Practicum.

COURSE: GUIDING AND CARING FOR YOUNG CHILDREN

(suggested number of hours: 48-50)

Course Description:

This course focusses on the role of the adult in guidance, discipline and behaviour management. It highlights theories, models and skills related to promoting healthy emotional and social development at both the individual and group level.

THEMES:

1. Social Development - Guiding Behavior.
2. Communication: Guiding Behavior.
3. The Philosophy and Goals of Discipline.
4. Theoretical Perspectives and Related Strategies for Guiding Behavior.
5. Putting It All Together: An Eclectic Approach.

THEME 1: SOCIAL DEVELOPMENT - GUIDING BEHAVIOR

Topic 1: Definition of terms: guidance, discipline, social behavior, pro-social skills.

**Note: Hildebrand, V. Guiding Young Children, New York: MacMillan Publishing Company, Inc., 1980. provides good definitions and orientation to the topic.

Topic 2: Factors that contribute to social development.

- child rearing experience
- knowledge
- societal values

Topic 3: Social skills for young children (Goals).

- general (from Hildebrand)
- specific (from SAMPLE, 1978 - Greenwood Todd, Walker, Hops) - Research that indicates the effectiveness of social skill training for young children.

Topic 4: The effect of Day Care on Childrens' Social Development.

There is a multitude of studies which examine the effects of day care on a child's development. The following report looks at 40 studies on day care in terms of Cognitive, Emotional, Social and Effects on the Family. Extrapolate the information on Social/Emotional development and review.

Reference:

Belsky, J. (Penn. State University) & Steinberg, L.D. (Univ. of Calif.) "The Effects of day care: A critical review." in Child Development. 1978, 49, p. 929-949.

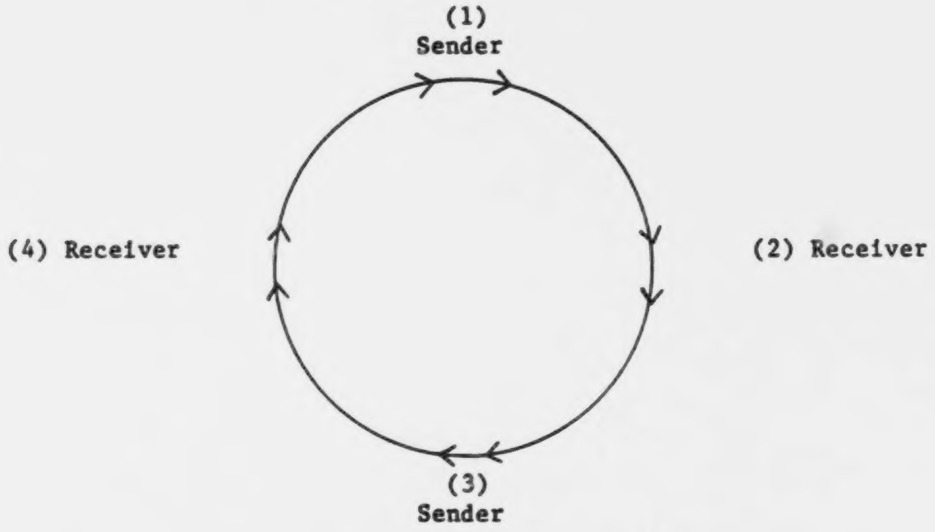
Classroom Activity:

Give small groups of students copies of the original review and ask them to identify the effects of day care on social development.

THEME 2: COMMUNICATION

Topic 1: Definition of Terms.

- types of communication: verbal/non verbal
- communication cycle



Sender (1) sends message to Receiver (2) who in turn responds and then becomes Sender (3) who sends message to Receiver (4) who once again responds and becomes a Sender (1). In this manner the cycle of communication is complete.

Focus on adult/child communication (adult/adult communication is dealt with in Parent/Teacher/Community Relations course).

Resources:

Adler, R.B. & Towne, N. Looking Out/Looking In. Toronto: Holt, Rinehart and Winston, 1981.

Satir, Virginia. Peoplemaking. Science and Behavior Books, Inc., Palo Alto, Calif. 1972.

Weaver, R.L. Understanding Interpersonal Communication. Glenview, Ill.: Foresman & Co., 1979, Chapter 1, pp. 20-36.

Classroom Activity:
Have students in small groups compile a list of all the non-verbal ways in which communication takes place. Discuss as a large group the relative importance of each.

Topic 2: Sending Clear Messages/Communication Styles.

Resources:

Hildebrand, V. Guiding Young Children. New York: MacMillan Public. Co., Inc., 1980.
Part I: Chapters 1,2, & 3, p. 1-39 and
Part II: Chapter 15, 16 & 17, p. 261-304.

Read, K. & Patterson, J. The Nursery School and Kindergarten. Toronto: Holt, Rinehart and Winston, 1980.
Part II: Chapters 6 & 7, p. 95-122.

Classroom Activity:

Prepare sheets with negative statements and have students individually or in small groups rephrase them postively, e.g. "Don't drag your chair" - restated as "Pick up your chair and carry it."

Topic 4: Receiving Skills.

- how to be a good listener.
- paraphrasing and active listening.
- responding to content and feelings.
- initiating problem solving techniques.

Classroom Activity:

1. Have students role play specific nursery/day care scenes, using the above skills.

2. Prepare a sheet with children's statements and have students individually or in small groups identify the underlying feeling and suggested teacher response.

Resources:

Adler, R.B. & Towne, Neil. Looking Out/Looking In. Toronto: Holt, Rinehart and Winston, 1981.

Weaver, R.L. Understanding Interpersonal Comunication. Glenview, Ill.: Scott, Foresman and Company, 1978.

Barker, L.L. Listening Behavior. Prentice-Hall, Inc., 1971.

THEME 3: GOALS OF DISCIPLINE

(suggested number of hours: 6)

Topic 1: Self-discipline vs. External Control.

- definition
- specific strategies that teachers can employ to directly and indirectly guide young children towards inner control.

Topic 2: A Framework for Discipline.

- discipline styles (authoritarian, authoritative, communicative or permissive).
- Diana Baumrind's research on the effectiveness of different styles of parenting offers the basis for discussing these two topics. Her research is summarized and discussed in most child development texts. Also see reference cited below.

Topic 3: Types of Competence.

- instrumental vs. expressive.

Resources:

Baumrind, D. "Parental disciplinary patterns and social competence in children", Youth and Society. 1978, 9 (3), 239-276.

Edminster, P. & Lewis, G. "Parent power: the role of parents in establishing discipline", in Toward Self-Discipline. A.C.E.I., 1982.

Topic 4: Strategies for Discipline.

- techniques for changing unacceptable behavior and reinforcing positive behavior.

Resources and Classroom Activity:

The major resource for (Topic 4) is a videotape entitled: Teacher Strategies for Guiding Children's Behavior produced by Beverly Watson at the Child Study Centre, U.B.C., Vancouver, 1984.

This tape is accompanied by a 40-page manual which provides questions for discussion on each specific strategy, following the video-taped sequence (all filming was done in actual pre-school classrooms and is spontaneous).

First 3 sections of video tape are entitled:

1. Prevention Strategies
2. Low/medium Intervention Strategies
3. High Intensity Intervention Strategies

The last section shows teachers actually interacting with children using a combination of strategies. This section is used for Theme 5, Topic 1, "How to Create an Eclectic Approach".

Other Resources:

Read, C. & Patterson, J. The Nursery School and Kindergarten. Toronto: Holt, Rinehart and Winston, 1980.

Hildebrand, V. Guiding Young Children. New York: MacMillan Publ. Co., Inc., 1980.

Maxim, G.W. The Very Young: Guiding Children Through the Early Years. Belmont, Calif.: Wadsworth Publ. Co., 1980.

THEME 4: THEORETICAL PERSPECTIVE AND RELATED STRATEGIES

(suggested number of hours: 6)

Topic 1: Adlerian Psychology and the Dreikurs' Approach to Guiding Behavior (A Personal and Social Growth Model).

- basic principles
- democratic environment
- goals of misbehavior: attention
  power
  revenge
  display of inadequacy
- attention-getting mechanisms
- strategies: The Four Goal Technique
  Natural and Logical Consequences
  Encouragement vs. Praise
  Class Meetings.

Resources:

Dreikurs, R. & Cassel, P. Discipline Without Tears. New York: Hawthorne Books, 1974.

Dreikurs, R. & Grey, L. A New Approach to Discipline: Logical Consequence. New York: Hawthorne Books, 1968.

Dreikurs, R. & Stoltz, V. Children the Challenge. New York: Hawthorne Books, 1964.

Dreikurs, R. Fundamentals of Adlerian Psychology. New York: Greenberg, 1950.

Video Tape: 19-4.1 Understanding Childrens' Behavior. Encouragement Techniques.

Classroom Activity:

1. Have students in small groups compile a list of "encouragement" phrases.

2. Instructor can prepare file cards with different behavioral problems on each. Individually or in small groups have students analyse the problem and using Dreikurs' 4-goal technique, suggest the appropriate corrective measures.

Topic 2: Carl Rogers' Non-Directive Approach.

- overview
- principles: self-actualization
  self concept
  positive regard
  conditions of worth
- strategies:
  1. planning significant learning experiences
  2. clarifying attitudes, values and perceptions
  3. 10 guidelines for facilitating learning

Resources:

Rogers, C. *On Becoming a Person*. Boston: Houghton-Mifflin, 1961.

Rogers, C. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

Classroom Activity:

Discuss Rogers' belief that teachers are born, not made.

Topic 3: Behaviorism and Social Learning.

- principles of operant learning
- definitions of key terms: positive, negative reinforcement, punishment, extinction.
- principles of social learning: vicarious reinforcement, operant learning plus observational learning.
- stages of observational learning:
    - acquisition stage
    - performance stage
- strategies:
    - attention/ignorance strategy
    - use of descriptive praise
    - punishment
    - time-out
    - setting limits (rules)
    - modelling
    - positive reinforcement/types of reinforcers (this is the most important strategy)
    - planning and implementing a behavior modification program.

Resources:

Axelrod, S. Behavior Modification for the Classroom Teacher. New York: McGraw Hill, 1977.

Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart and Winston, 1969.

Bandura, A. Social Learning Theory. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Barnes, K. "Evaluation of interactive/non-interactive behavior of 3,4,and 5 year olds in a free field setting", Journal of Developmental Psychology, 1971.

Topic 4: Reality Therapy (Wm. Glasser)

- Underlying principles: social psychology of group; preventing behavior problems
- Basic needs: to love and be loved; to feel worthwhile.
- denial of reality
- goal of reality therapy/success identity
- Unrealistic modes of behavior:
    - disturbed emotions
    - behavior problems
    - disturbance of thoughts
    - illness
- Seven phases of reality therapy.
- Strategies:
    - Involvement
    - Focus on Current Behavior
    - Evaluate behavior
    - Plan responsible behavior
    - Commitment
    - "No excuses"
    - "No punishment"
    - 10 steps to deal with excessive misbehavior
    - "Off to the Castle" (time out)

Resources:

Glasser, W. Reality Therapy. New York: Harper Row, 1975.

Glasser, W. Schools Without Failure. New York: Harper Row, 1965.

Glasser, W. "Ten steps to good discipline", in Today's Education, 1977, 66, p. 33-61.

Film strip and sound cassettes: "Glasser's 10 steps to school discipline".

Classroom Activity:

Select a few students and have a panel discussion on the relative merits of using Glasser's "Off to the Castle" strategy and an operant learning model of "time out". Focus on how these approaches are similiar and different. How might a teacher prevent the "castle" from reinforcing disruptive behavior?

Topic 5: Cognitive Theory.

- underlying principles: focus on encouraging children to problem solve (self control of behavior). Teacher as facilitator.
- techniques: self-reinforcement
  self-instruction
  - phases 1) education
    2) rehearsal
    3) application
- Five steps in problem-Solving. D'Zurilla/Goldried).
  (1) recognition of problem
  (2) analysis - one's own feelings
  (3) suggested alternatives
  (4) formation of plan
  (5) implementation.
- I.C.P.S. skills (Spivak & Shure).

Resources:

D'Zurilla, T.J. & Goldfied, M.R. "Problem solving and behavior Modification", Journal of Abnormal Psychology, 1971, 78, 107-126.

Michenbaum, D. Cognitive Behavior Modification: An Integrated Approach. New York: Plenum, 1977.

Spivak, Platt & Shure. The Problem-Solving Approach to Adjustment. San Francisco: Jossey-Bass Publ., 1976.

Spivak and Shure. Social Adjustment of Young Children. San Francisco: Jossey-Bass, Publ., 1974.

Topic 6: Psychoanalytic Theory

- Underlying principles: Freudian perspective concerned with relationships not techniques
- Play Therapy
- The Therapeutic Process/Reflection and Feeling
- Strategies: The Non-threatening Environment
  Limit Setting
  Time Out
  Holding.

Resources:

Freud, Anna. Psychoanalysis for Teachers and Parents. Boston: Beacon Press, 1935.

Wickers, Frances G. The Inner World of Childhood. Toronto: Prentice-Hall of Canada Ltd. 1955.

Moustakas, Clark. Children in Play Therapy. Toronto: Ballantine Books of Canada, Ltd., 1953.

Moustakas, Clark. Psychotherapy with Children: The Living Relationship. New York: Harper & Row, 1959.

Topic 7: Communicative Approaches

- Tom Gordon (Parent/Teacher Effectiveness)
- Hiam Ginnot
- Dorothy Baruch
- Adele Mazlish & Elaine Faber
- Elizabeth Crary.

All of these popular contemporary writers suggest communicative approaches for guiding childrens' behavior. They share many underlying principles and strategies. It is suggested that each be reviewed briefly but that the differences be noted.

Resources:

Baruch, D. *New Ways in Discipline*, 1949.

Crary, Elizabeth. *Without Spanking or Spoiling: A Practical Approach to Toddler and Pre-School Guidance*. Seattle, Wash.: Parenting Press, 1979.

Gordon, T. *Parent Effectiveness Training*. New York: Peter H. Wyden, 1970.

Ginott, Hiam. *Between Parent and Child*. New York: Avon Books, 1965.

Faber, A. & Mazlish, E. *How to Talk So Kids Will Listen and Listen So Kids Will Talk*. New York: Avon Books, 1980.

Classroom Activity:

Elizabeth Crary's book contains many suggestions for exercises and discussion. Some of these relate directly to the use of communication techniques.

Adele Faber and Elaine Mazlish's book also offer suggestions directly related to the use of communication.

THEME 5: AN ECLECTIC APPROACH: PUTTING IT ALL TOGETHER

Topic 1: How to Create an Eclectic Approach

- order vs. chaos
- factors to consider:
    - teacher characteristics
    - children's characteristics
    - adult/child interactions
    - community and group variables

Refer back to Foundation and Program Goals material on formulation of personal philosophy and translation of goals and objectives to programming.

Resources:

The 4th Section of the Video Tape "Teacher Strategies for Guiding Young Children's Behavior." (see Theme 3, Topic 4) has a variety of actual pre-school scenes in which an eclectic approach is modelled.

Classroom Activity:

Using the Videotape: Show the sequences individually and use the suggested questions in the instructor's manual to have student identify and discuss the variety of theoretically-based strategies used by the teachers. For observation assignments related to Guiding and Caring see the section entitled OBSERVATION PRACTICUM.

OBSERVATION PRACTICUM

ASSIGNMENTS FOR

YEAR 1

1. Child Growth and Development I and II
2. Foundations of Early Childhood Education
3. The Learning Child
4. Guiding and Caring for Young Children

OBSERVATION PRACTICUM SEMINAR

COURSES:

Foundations
The Learning Child
Guiding and Caring
Child Development I and II

Observation Practicum Seminars
(suggested 3-6 hrs)

It is highly recommended that students attend 1 or 2 seminars on the topic of observing young children before they attempt to do any of the observation assignments for the above courses. Instructors should provide opportunity for students to role play doing an observation. The following topics can be discussed during the seminars.

OBSERVING AND RECORDING CHILDREN'S BEHAVIOR

Topic 1: Why observe?
- children as individuals.

Topic 2: Types of records. Subjective/Objective.
- impressionistic
- log/diaries
- on-the-spot running records
- behavior reports.

Topic 3: Observation and recording children's behavior during routines.

Topic 4: Observation and recording a child's use of materials.

Topic 5: Child/child interactions.

Topic 6: Children's dramatic play.

Topic 7: Adult/child interactions.

Topic 8: Recording children's language.

Topic 9: Role of the observer.

RESOURCES:

Cohen, D. H. & Stern, V. *Observing and Recording the Behavior of Young Children*. (2nd Ed.) New York: Teachers' College Press, 1978.

Irwin & Bushnell. "Observation Strategies for Child Study", *Why Observe*, Chapter I.

Medinnus, Gene R. *Child Study and Observation Guide*. New York: John Wiley & Sons, Inc., 1976.

Norris, D. & Boucher, J. "Observing children through their formative years", *Toronto Observation Project*, The Board of Education for the City of Toronto, 1981.

Phinney, Jean S. *Observing Children: Ideas for Teaching Young Children*. July, 1982, p. 16-24.

Raskin, L. M. et al. *The Teacher as Observer for Assessment: A Guideline in Ideas That Work With Young Children*. L. Adams & B. Gorlich (eds.), N.A.E.Y.C., Washington, D.C., Vol. 2, 1979.

Rowen, B. *The Children We See: An Observational Approach to Child Study*. New York: Holt, Rinehart and Winston, 1973.

OBSERVATION PRACTICUM

ASSIGNMENTS: CHILD GROWTH AND DEVELOPMENT I AND II

Obs. 1: Newborn. Birth/6 wks. - All Areas of Development.

Obs. 2: Toddler. 18/24 mos. - Language and Social/Emotional Development.

Obs. 3: Preschooler. 3/4 yrs. - Perceptual and Cognitive Development.

Obs. 4: Preschooler. 3/4 yrs. - Language and Sex Role Identification.

Obs. 5: Preschooler and Middle Years. 4, 5, 6 or 7 yrs. - Moral Development.

Obs. 6: Middle Childhood. 8/11 yrs. - Open.

Sheets attached.

OBSERVATION # 1

GUIDELINES FOR NEWBORN OBSERVATION

Prenatal - brief history of pregnancy and birth process (subjective from point of mother)

A. Physical Development

a) Physical description
b) Reflex reaction (Piaget)
c) Motor co-ordination
d) Eating/sleeping schedules & problems

B. Emotional Development

Record examples of behaviors which indicate the following:
a) Erikson - Trust vs Mistrust
b) Bowlby - Attachment

C. Social Development

a) Mother/Child Interactions
b) Child/Child Interactions
c) Father/Child Interactions

D. Cognitive Development

a) Evidence of schemata: Accommodation/Assimilation
b) Senses - Hearing
c) Perception: Taste
Smell
Tactile
Sight: Visual co-ordination, convergence, depth perception

E. Learning

Example of:

1) Classical Conditioning
2) Operant Conditioning

F. Personal Comment

OBSERVATION # 2

TODDLER - 18-24 months

Guidelines for observation of language development & social/emotional development.

REFERENCE: S. Ambron, Child Development, p. 196-252.

A. LANGUAGE

1. Record examples of the child's Receptive & Productive language. (3 each).

2. What stage of language development has the child attained? Why is he/she at this level?

3. Select a theory of language acquisition and use your examples from 1 above to support that theory.

B. SOCIAL/EMOTIONAL DEVELOPMENT

1. Record examples of behavior that indicate the child is attaining Stage 2 of Erikson's Psychosocial Theory of Development (Autonomy vs. Shame & Doubt).

2. Record examples of: (select 3)
    - Fear
    - Aggression
    - Anger
    - Separation Anxiety.

3. Using Learning Theory, suggest a way of dealing with one of the examples you have described.

4. How would you classify the parent's (caregiver's) style of discipline? (authoritarian, or permissive or authoritative) Why?

5. On page 221 of Child Development is a list of the child's tasks in his/her socialization. Select 3 tasks and describe behaviors you observed that would indicate that these tasks have or have not been achieved.

C. PERSONAL COMMENT.

OBSERVATION # 3

PRE-SCHOOLER: 3-4 yrs.

Guidelines for observation of Perceptual and Cognitive Development.

REFERENCE: S. Ambron, Child Development, p. 269-300.

A. PERCEPTUAL DEVELOPMENT

1. Record an observed behavior that might indicate whether the child perceives whole/part or part/whole.

2. Do a 10-minute timed observation of child and analyse his/her demonstrated attention span. State why you think the child was attentive or non-attentive.

3. Devise a simple test that will determine the child's ability to discriminate on the basis of FORM, or SIZE OR ORIENTATION.

B. COGNITION

1. Record an incident that would indicate that the child has achieved symbolic function. State why you think your example represents this development.

2. Record an example of deferred imitation.

3. Pre-schooler thought and behavior is said to be characterized by egocentrism.
   Observe and record examples two of the following:
      centration
      egocentrism
      irreversible thought
      transductive reasoning.

4. Record behavior that demonstrates the child's concept of:
      time
      space
      quantity - conservation or one to one relation.
   You may want to design a simple task to elicit response from the child.

5. Record behavior that demonstrates how the child classifies.
   Again you may design a task.

C. PERSONAL COMMENTS

OBSERVATION # 4

PRE-SCHOOLER - 3-4 yrs.

THIS OBSERVATION MUST BE DONE IN A DAYCARE CENTRE. Guidelines are for observation of language and sex role development. It is not necessary to use the same child for all aspects of this observation. Get all the examples you can.

A. LANGUAGE

1. Record an example of the child's ability to use comparative terms. Does example you have give any indication that the child understands the term's opposite? Why?
2. Record an example of egocentric speech and identify it according to Piaget's terms.
3. Record an example of social speech with a peer. Do not use adult/child interaction in your example. How did the other child respond?
4. Make note of any speech or language irregularities. Are these "normal" for the child's chronological age?
5. Record an example of verbal aggression. Why might the child resort to this type of behavior?

B. SEX ROLE IDENTIFICATION

1. Record an example of a child using a sex label for another person. Try to determine the basis for the child's use of this label. Does the child have a clear idea of gender? Does he/she understand gender to be permanent or reversible? You may have to question the child to get the information you need.
2. Record an example of sex stereotyped play. Use a theory of gender identification to suggest why such play is engaged in.
3. Record an example of non-sex stereotyped play. Use a theory to suggest why such play is engaged in. Do not use the same theory as in question 2 above.
4. Record an example of an adult's attempt to foster self-concept which utilizes the concept of androgeny.

C. EMOTIONAL DEVELOPMENT - GENERAL

1. Record an example of affection-seeking dependency.
2. Record an example of instrumental help-seeking dependency.
3. Record an example of the child's display of initiative. Use Erikson's theory to support your example.
4. Record an example of verbal aggression. Does the Frustration/Aggression hypothesis apply? Why or why not?

D. PERSONAL COMMENTS

OBSERVATION # 5

TWO CHILDREN: 4, 5, 6 or 7 yrs

1. Select 2 children at least 2 years apart in age and read each of them the following stories (one at a time). (See note below)

2. Record child's response to the following questions. If you wish to add more questions, do so but record both question and answer.

3. Using either Piaget or Kohlberg's stages (or a combination of both) as a guideline assess the child's level of moral development.

4. Add personal comments. You can be as subjective as you wish. Compare the responses you got from each of the children you interviewed. How did they differ? Do you think this is due to intelligence, experience, social/cultural influences, heredity, etc.?

NOTE: Copies of stories and questions will be provided.

Instructor should prepare handouts of sample stories from Piaget's and Kohlberg's work on moral development (see Resources under Theme # 8, Topic 6 in Child Growth and Development II.

OBSERVATION # 6

THE MIDDLE YEARS - 9 to 11 YRS

1. Observe a child between 7 and 9 years of age for at least three hours. This observation should be done in a group setting, e.g. school classroom, after school day care, soccer practice, afternoon movie, shopping centre, birthday party, etc. Make sure there are at least 5 children in the group. You may use examples of behavior from as many children as you wish.

2. Using the major developmental categories of physical, emotional, social and cognitive development, design your own observational questions and answer them. The headings in your text will suggest the content.

3. Please use full sentences when responding and be sure to state your questions clearly. Use theory to support your statements.

4. MARKING

   One third of the mark for this assignment will be for the questions you ask; one third for the organization and thoroughness of your assignment and one third for your answers.

   NOTE: Do not give a running account of the three-hour observation. Cite ONLY those incidents which you wish to comment on.

OBSERVATION PRACTICUM

ASSIGNMENTS

COURSE: FOUNDATIONS

Obs. 1	Group Day Care Centre, 3-5 year olds.	Required Observations
Obs. 2	Nursery School.	
Obs. 3	Parent Participation Pre-School.	
Obs. 4	Montessori Day Care or Preschool.	Optional Observations
Obs. 5	Special Needs Centre.	
Obs. 6	Out of School Care Centre.	
Obs. 7	Kindergarten Program in Public School.	
Obs. 8	Under III.	
Obs. 9	Family Day Care.	

Guideline sheet attached.

OBSERVATION PRACTICUM

ASSIGNMENTS

FOUNDATIONS OF E.C.E.

Using the attached guideline sheet, make arrangements to visit:

a) A day care centre for 3 - 5 year olds.

b) A nursery school.

c) A parent participation preschool.

Observation reports must be double-spaced, one-side of page only and appropriately bound in a folder which indicates on a title page the name of the assignment and your own name. Professional ethics dictate that the actual names of the centre and staff be deleted from your report. Fictitious names or symbols may be used instead.

In responding to each question, be as specific as possible and describe actual incidents, examples or interactions which support your answers. Do your best to provide as full a picture as possible of what you observed and how you felt about it. Whenever possible, relate your comments to material covered in class or your own reading.

These observation assignments have been set with several objectives in mind:

1) to broaden your understanding of a variety of early childhood settings

2) to help you identify and appreciate similarities and differences in progrms for young children

3) to develop and refine your observing and recording skills

4) to begin the process of discovering and articulating your own philosophy of early childhood education.

GUIDELINE SHEET FOR OBSERVATION
PRACTICUM

FOUNDATIONS OF E.C.E.

1. Indicate the type of E.C.E. program.

2. Indicate number of children enrolled in the centre.

3. Indicate number of staff employed and their titles.

4. How would you describe the atmosphere of this centre and what feelings did it convey to you?

5. Provide an outline of the daily schedule or timetable.

6. Ask the staff about their goals for the children and list these.

   Wherever possible, give examples which lead you to believe that these goals are or are not being met. Did you note any discrepancy between the goals stated by the staff and what you actually observed? Are there any goals which you feel are important but which were not mentioned by the staff?

7. What words would you use to describe the relationship between the adults and the children in this setting?

8. If you worked in this centre is there anything you might wish to change or do differently?

9. What have you learned from this observation? What thoughts, questions or concerns remain with you?

*NOTE: During your visit to the parent participation preschool, please add this question to your guideline.

10. What particular features make this program different from other types of E.C.E. programs?

OBSERVATION PRACTICUM ASSIGNMENTS

COURSE: THE LEARNING CHILD

Obs. 1: Evaluating Settings for Learning. (attached)

Obs. 2: Running Record "Child at Play". (attached)

OBSERVATION GUIDELINE SHEET

THE LEARNING CHILD

Observation # 1

EVALUATING SETTINGS FOR LEARNING

This observation is to be done in a Day Care setting. Answer each question with 'Yes', 'No', or 'Partially'; then support your answer with a minimum of TWO examples.

The Physical Environment

1. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?

2. Are activity centres defined so that children know where to use the materials? Are noisy and quiet areas appropriately separated?

3. Is self-help encouraged by having materials in good condition and always stored in the same place? Are materials at child's height and within a child's reach?

4. Are set-up and clean-up simple? Are these expected parts of the child's activity? Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment

1. Is the physical environment enough under control so that the major part of the adult's time is spent observing or participating with the children?

2. Do the adults show children how to help themselves? Are children encouraged to learn from each other?

3. Are the adults models of constructive behaviour and healthy attitudes?

Activities to Stimulate Development

1. Which Learning Centres impressed you most? Which impressed you least? Were there any centres totally absent?

2. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through their senses as well as verbally?

Schedule

1. Are long periods of time scheduled to permit free choice of activities and companions?

2. Are other groupings provided for in the schedule, e.g., small group activities, one to one adult-child contacts, larger group meetings, etc.?

GUIDELINE SHEETS FOR OBSERVATION PRACTICUM

ASSIGNMENTS

THE LEARNING CHILD

Observation 2:

This observation may be done either in an early childhood program OR at a home, park, restaurant, etc.

Observe and keep a "running record" of a 3,4, or 5 year old child at play for a 10 to 15 minute period. Describe what you observe in the following format:

1. The setting or context in which the observation took place
   - where were you?
   - where was the child?
2. The age of the child.
3. Provide a running commentary describing the child's play behaviour for the time period. Include information on body language, verbalization, materials used, time sequence, change of activity, etc.

Based on this observation, comment on:

1. The value of this play in terms of physical, intellectual, emotional and social development.
2. The types of play in which the child was engaged.
3. The stage or stages of play you could identify through your observation.

OBSERVATION PRACTICUM

ASSIGNMENTS: GUIDING AND CARING

Observation 1: Communications: Staff/Child Interactions

Observation 2: Discipline and Guidance

Observation 3: Guidance Techniques

Observation 4: Routines and Transitions

OBSERVATION PRACTICUM

ASSIGNMENTS: GUIDING AND CARING

OBSERVATION # 1 - Communications: Staff/Child Interactions

Focus on the interaction and communication between adults and children.

1. Were the children greeted upon arrival? How?

2. Did the adults bend down and make eye contact when interacting with the children? Give an example.

3. Did the adults give their full attention when speaking with the children? Give examples.

4. Was there warm physical contact between the adults and the children? Give examples.

5. Did you notice any children who were being overlooked or ignored by the staff?

6. Were the adults good models of basic communication skills and principles? Were they good listeners and senders of messages? Give examples.

7. During routines and group/circle time, what techniques did the adults use for group managment? Were the words, methods, tones of voices employed effective?

8. Summarize and assess what you feel to be the key points about staff/child interaction at this centre.

   Is there need for improvement?

   What would you change or do differently?

   What have you gained or learned from your observation?

GUIDING AND CARING

OBSERVATION # 2: DISCIPLINE AND GUIDANCE OBSERVATION

1. Focus on one incident where discipline was used:

   a) What did the child or children do?

   b) What did the staff say and do?

   c) How did the child or children respond?

   d) From your point of view, was this an appropriate and "good" way of dealing with the situation? Why or why not? Try to relate the way in which the situation was handled to one of the theories discussed in class.

   e) What suggestions would you offer to improve the method of guidance?

2. From a general point of view what limits were enforced in this centre? Did you agree with these limits? Were there any limits you felt should have been present but were not?

3. Did you observe any examples where the staff was acting in a punitive or authoritarian manner?

4. Did you observe any examples where the staff was acting in an overly permissive manner?

5. Did the staff appear to be consistent in discipline and guidance methods? Support your answer with examples.

6. Ask the staff about their philosophy of discipline. Do they follow any one particular theory or method? Was their method evident to you?

7. Summarize and comment on this Centre's approach to discipline.

GUIDING AND CARING

OBSERVATION # 3: GUIDANCE TECHNIQUES

1. Record an incident when the teacher used positive verbal guidance.

2. Record an incident when the teacher used negative verbal guidance.

3. Record two incidents of the teacher offering the child a choice.

4. Record two incidents of the teacher explaining limits to the child.

5. Record an incident of the teacher redirecting the child from an undesirable situation.

6. Record an incident of the teacher offering the child guidance through physical means.

7. Record at least two incidents of the teacher using a system of concrete rewards and/or verbal reinforcement.

8. Record two incidents of the teacher using group-oriented guidance techniques.

After recording the above incidents in an objective manner, comment on them in subjective terms. From your point of view was the situation handled in an effective way? What benefit might the child recive from the type of guidance used? Be brief but precise.

GUIDING AND CARING

OBSERVATION # 4: ROUTINE AND TRANSITIONS

1. Type of facility.

2. No. of children enrolled.

3. No. of children present on date of observation.

4. No. of staff.

5. Brief overview of physical setting.

6. List the schedule or timetable.

7. Comment on the arrival area and staff/child interaction at this time.

8. Comment on toileting area. What were the procedures for this routine?

9. Comment on the transition period into clean up time. How was it handled? Was it effective? What changes would lyou make?

10. Comment on and evaluate the circle or group time. How did the children assemble? How did this group time come to a close? What would you change or do differently?

11. Comment on an evaluate snack, lunch and nap time. Use questions in # 9 and 10 and apply them in each of these routines.

12. Did you feel that there was sufficient freedom of choice for the children?

EARLY CHILDHOOD EDUCATION

YEAR II

INTRODUCTION

The following courses comprise Year II of the part-time Early Childhood Education Program.

Program Planning

Language	(Component # 1)
Literature	(Component # 2)
Science	(Component # 3)
Math	(Component # 4)
Social Studies	(Component # 5)
Cooking	(Component # 6)
Creative Arts	(Component # 7)
Music	(Component # 8)
Movement	(Component # 9)

Parent/Teacher/Community Relations
Health and Nutrition
First Aid

Due to the fact that these courses encompass such a broad range of knowledge and are often taught by instructors possessing specific expertise in each area, the following guidelines are intended only to offer suggestions for the content of each course.

Themes and topics will be identified as in Year I but resources will listed at the conclusion of each component or course rather than after each theme/topic.

Suggestions for classroom activities and assignments will also be listed at the end of each component.

It is understood that not all activities and assignments will be included in each course.

PROGRAM PLANNING

COMPONENTS 1 and 2

LANGUAGE AND LITERATURE

(suggested number of hours = 48)

NOTE: * Language development and literature are generally covered in a single program planning course.

For purpose of clarification, this course will be divided into 2 separate components. The individual course instructor will determine the number of hours devoted to each component.

COMPONENT # 1

LANGUAGE

THEME 1: THEORIES OF LANGUAGE ACQUISITION

Topic 1: Behaviorist (Skinner).
Topic 2: Structuralist (Piaget).
Topic 3: Nativistic (Chomsky).

THEME 2: PATTERNS OF LANGUAGE DEVELOPMENT

Topic 1: Infancy.
Topic 2: Pre-school Years.
Topic 3: Middle Childhood.

THEME 3: FOSTERING LANGUAGE ACQUISITION

Topic 1: Listening Skills.
Topic 2: Speaking Skills.
Topic 3: Specific Stimulation Techniques.

THEME 4: LANGUAGE DELAYS

Topic 1: Problems Related to Loss of Hearing.
Topic 2: Articulation Problems.
Topic 3: Stuttering.
Topic 4: Other Developmental Delays.

THEME 5: LANGUAGE CURRICULUM

Topic 1: Finger Plays.
Topic 2: Puppets.
Topic 3: Drama.
Topic 4: Circle Time.
Topic 5: Story Telling.

THEME 6: WORKING WITH E.S.L. CHILDREN

Topic 1: Special Considerations.

THEME 7: BEGINNING LITERACY

Topic 1: "The Written Word".
Topic 2: Reading & Writing Readiness.
Topic 3: Key Vocabulary.
Topic 4: The Language Experience Approach.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Observe 2 or 3 children between 2 and 4 years of age. Assess levels of language development. Compare and contrast the abilities of two of the children. Make note of any speech and/or grammatical irregularities.

2. Observe an E.S.L. child in a pre-school setting. How does the child use language? How do other children respond? How does the teacher foster language development?

3. Visit a grade 1 classroom and an early childhood program for 3-4 year olds. Compare the different approaches to language development.

4. Observe a teacher of young children. How does he/she

   1) use language to foster social interaction during free play?
   2) use language to maintain discipline and guide children's behavior?
   3) use language to guide children's cognitive development?
   4) use language to foster positive self-image in children?

   Give specific examples of each of the above.

5. Conduct a "circle time" using fellow classmates as children. Demonstrate specific language stimulating skills.

6. Record and analyze the social speech of two, 3 year olds
   two, 5 year olds
   two, 7 year olds
   Note similarities and differences. Use theoretical perspectives to support levels of language development.

   **NOTE: Some of the above would be appropriate for Observation Practicum assignments related to language.

RESOURCES:

Allen, R. V. Language Experiences in Communication, Boston: Houghton Mifflin, 1976.

Bartlett, E. J. "Selecting preschool language programs", in C. B. Cazden (ed.) Language in Early Childhood Education, Washington, D.C.: N.A.E.Y.C., 1972.

Brown, R. A First Language: The Early Stages, Cambridge, Mass.: Harvard University Press, 1973.

de Villiers, J. G. and de Villiers, P. A. Language Acquisition, Cambridge, Mass.: Harvard University Press, 1978.

Durkin, D. Children Who Read Early: Two Longitudinal Studies, New York: Teacher's College Press, 1966.

Engel, R. C. Language Motivating Experiences for Young Children, Van Nuys, Calif: D.F.A. Publishers, 1968.

Grayson, Marion. Let's do Fingerplay, Washington, D.C.: Robert B. Luce Inc., 1977.

Guilfoile, E. Nobody Listens to Andrew, Chicago: Follett, 1957.

Hughes, M. M. Learning a New Language. Wash., D.C.: A.C.E.J., 1957
Karmes, M. B. Helping Young Children Develop Language Skills.

Lundsteen, S. W. Children Learn to Communicate: Language Arts Through Problem Solving, Englewood Cliffs, N. J.: Prentice-Hall, 1976.

Lundsteen, S. W. Listening: Its' Impact on Reading and the Other Language Arts At All Levels, Urbana, Ill.: ERIC/RCS National Council of Teachers of English, 1979.

McGintie, W. H. "When should we begin to teach reading", Language Arts, 53, 1976, pp. 878-882.

National Institute of Neurological Diseases and Stroke. Learning to Talk: Speech, Hearing and Language Problems in the Preschool Child, Washington, D.C.: U.S. Dept. of Health, Education and Welfare, 1969.

Smith, J. A. Adventures in Communication, Boston: Allyn and Bacon,

RESOURCES continued

Tway, Eileen. "When will my child write?" Childhood Education, Wash.,

Van Allen, R. and Allen, C. Language Experiences in Early Childhood, Teacher's Resource Book: Encyclopedia Britannica.

for Prevention and Early Intervention, St. Louis: The C.V. Moseby Co., 1976.

Williams, R. M. "Why children should draw", Saturday Review, (Sept., 1977), pp. 11-16.

COMPONENT 2

LITERATURE

THEME 1: HISTORY OF CHILDRENS' LITERATURE

Topic 1: Folk tales.
Topic 2: Classical Stories.
Topic 3: The "Oral Tradition".
Topic 4: Legends.
Topic 5: Moralistic Tales.
Topic 6: Mother Goose.
Topic 7: Adventure Stories.
Topic 8: Early Poetry.
Topic 9: Didactic Literature.
Topic 10: The Picture Book.
Topic 11: Fairy Tales.

THEME 2: SELECTING CHILDRENS' BOOKS

Topic 1: Authors.
Topic 2: Illustrators.
Topic 3: Size, Format, Content.

THEME 3: POETRY

THEME 4: CANADIAN LITERATURE

THEME 5: ETHNIC/MULTI-CULTURAL BOOKS

THEME 6: BIBLIOTHERAPY.

(See attached Children's Book List).

THEME 7: PRESENTING BOOKS TO CHILDREN

Topic 1: Oral Reading (teacher).
Topic 2: Silent "reading" (children)
Topic 3: Presentation.
Topic 4: Flannel Boards.
Topic 5: Dramatization of Stories.
Topic 6: Puppets.

THEME 8: HUMOR

Topic 1: Jokes, Riddles, etc.
Topic 2: Comic Books.
Topic 3: Nonsense Books.

THEME 9: NUMBERS AND LETTERS

Topic 1: A.B.C. Books.
Topic 2: Number Books.

THEME 10: LIBRARY SKILLS

Topic 1: Using the Library.
Topic 2: Reference Materials.

THEME 11: FANTASY VS. REALITY

Topic 1: Make Believe and Fantasy Tales.
Topic 2: Biographies.
Topic 3: Auto-Biographies.
Topic 4: "Knowledge" books.
Topic 5: "Skill" books.

THEME 12: EVALUATING BOOKS FOR SEXISM, RACISM AND OTHER PREJUDICES

THEME 13: USE OF VIDEO, T.V., MOVIES AND THE MEDIA IN CHILDRENS' LITERATURE

THEME 14: BIBLIOTHERAPY

(See Resource Pages 92-96 of this curriculum guide)

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Poetry Collection: Select 10-20 poems suitable for young children. Mount and illustrate them for use as a visual aid at grouptime.

2. Book File: Compile a file of good quality books for young children. Use file cards. Record relevant information on cards.

    - Title
    - Author
    - Illustrator
    - Publisher
    - Copywrite
    - Subject
    - Cross Reference
    - Synopsis of Story
    - Comments
    - Presentation Ideas
    - Appropriate Age

3. Plan and present to class a grouptime session based on a selected theme. Develop activities related to theme.

4. Create a storybook for young children. Be original in your approach. Write, illustrate, cover and bind book. Present to class or group of children.

5. Select 60 books from a wide area of appeal and state why you would exclude these in a beginning library for young children.

6. Write an essay on the use of books, stories, poetry, etc. and their value in early childhood programs. Include reference to physical, social, emotional, cognitive and creative development.

7. Dramatize (including props and costumes) one or two fairy tales.

Classroom Activities and Assignments continued

8. Present orally to the class one of the following:

   a) A Native Indian Legend.
   b) A Folk Tale.
   c) An ethnic Fairy Tale.
   d) A selection of poetry on a given topic.

9. Visit a local library.

10. Visit a local childrens' book store. Evaluate the quality/quantity of books in stock.

11. Present a story on a flannelboard.

12. Present a story in puppet form.

13. At circle time involve children in the composition of a group story. Write it out and illustrate it as part of the circle experience.

14. Select a story or poem to use with children to foster language (vocabulary) development. Present to class or to small group of children. Evaluate.

15. Observe a teacher conducting a group "Story Time" and comment.

* NOTE: Some of the above would be appropriate for Observation Practicum assignments related to Literature.

RESOURCES

BIBLIOTHERAPY

Books That Help Children Cope with Change

Children are facing changes in themselves and the world around them all the time. Adults, busy with their own concerns, are often unaware that children are anxious and unhappy about what is happening, and about what may happen next.

Change is inevitable, but children, like grown-ups, need preparation, time to work into new circumstances, and help in understanding that they are not alone, that everyone has difficulty facing change, and that things generally work out fairly well.

Most of all, children need lots of help and understanding from grown-ups to get them over these hard times. Books can be useful in enabling children to see their own problems shared in the lives of others. The child who says nothing about the story may have felt comfort from it, and gotten the reassurance required to face life. Sometimes children want to talk about the stories and add information from their own experience. Leave a little pause at the end of the story so that this can happen. Remember that minds and vocabularies grow through these interactions.

This list suggests some books that deal with problems and changes that children face.

1. Nature and Change

   Kuski, Karla. Bear Who Saw the Spring.
   McCloskey, Robert. Time of Wonder.
   Tresselt, Alvin. White Snow, Bright Snow.

2. Separation Stories That Might Relate to Early School Experiences

   Blue, Rose. I Am Here.
   Breinburg, P. Shawn Goes to School.
   Cohen, M. Will I Have a Friend.
   Katzoff, B. Cathy's First School.
   Mannheim, T. Two Friends.
   Steiner, C. I'd Rather Stay With You.
   Thayer, J. A Drink for Little Red Deker.
   Yashima, T. Umbrella.

3. Separation Not Related To School

   Brown, M.B. First Night Away from Home.
   Chalmers, M. Be Good Harry.
   Waber, B. Ira Sleeps Over.

4. Accidental Separation from Parent

   McCloskey, R. Blueberries for Sale.
   Reyher, B. My Mother is the Most Beautiful Woman in the World.
   Sauer, J. L. Mike's House.
   Vogel, I. M. Hello Henry.

5. Separation from a Well-liked Person, a Frequent Experience for Lots of Children

Cohen, Miriam. New Teacher.
Menarek, E. Little Bear's Friend.
Simon, N. Benjy's Bird.
Steig, W. Amos and Boris.

6. Reassuring Stories to Help Counteract Fears of Abandonment

Krauss, Ruth. Bundle Book.
Brown, M. W. Runaway Bunny.
Schlein, M. Way Mothers Are.

7. Relaxing Stories to Read Before Nap

Brown, M. W. Goodnight Moon.
Zololow, C. Sleepy Book.
Schneider, N. While Susie Sleeps.

8. For Children Concerned and Anxious Around Bedtime

Beckman, Kaj. Lisa Cannot Sleep.
Borton, H. So You Hear What I Hear.
Brown, Myra. Benjy's Blanket.
Brown, M. W. The Noisy Books.
McGovern, Ann. Too Much Noise.
Memling, C. What's in the Dark?

9. Books About Dreams and Dreaming

de Reginiers, B. S. Child's Book of Dreams.
Heller, F. C. Children's Dream Book.
Lolotori, C. I Have a Horse of My Own.
Lund, Doris. Did You Ever Dream?
Wersba, B. Amanda Dreaming.

10. Changes - New Baby: What it is Like to Have a New Baby

Andry, A. C. *New Baby.*
Arnstein, H. S. *Billy and Our New Baby.*
Stein, S. *That New Baby.*
Wolde, G. *Betsy's Baby Brother.*

11. Living with the New Baby

Brenner, B. *Nicky's Sister.*
Gerson, M. J. *Omoteiji's Baby Brother.*
Gill, J. *Hush Jon!*
Hoban, R. *Baby Sister for Frances.*
Jarrell, M. *Knee-Baby.*
Jordan, J. *New Life, New Room.*
Keats, E. J. *Peter's Chair.*
Klein, N. *If I Had My Way.*
Schick, E. *Peggy's Baby Brother.*
Scott, A. *On Mother's Lap.*

12. Moving: Coping with a Family Move

Cohen, M. *Will I Have a Friend.*
Craig, J. *New Boy on the Sidewalk.*
Tobias, T. *Moving Day.*
Zolotow, C. *Three Funny Friends.*

13. Books About Illness and Pain

Lexau, J. M. *Benjie on HIs Own.*
McPhail, D. *Bear's Toothache.*
Segal, Lori. *Tell Me a Mitzi.*
Sharmat, M. *I Want Mama.*
Tobias, T. *Day Off.*

14. Death and Loss

Brown, Margaret W. The Dead Bird.
Lamorrise, Albert. Red Balloon.
Veorst, Judith. The Tenth Good Thing About Barney.
Warburg, Sandol. Growing Time.

15. Raising Issue of Death in the Future

Sharmat, Marjorie. I Want Mama.
Sonneborn, Ruth. I Love Gran.

16. Death of A Person

dePaola, Tomie. Nana Upstairs and Nana Downstairs.
Dobrin, Arnold. Scat.
Fassler, Joan. My Grandpa Died Today.
Fontane, Theodor. Sir Ribbeck of Ribbeck of Havilland.
Miles, Miska. Annie and the Old One.

17. Death or Loss in the Past

Ness, Evaline. Sam, Bange and Moonshine.
Stanek, Muriel. I Won't Go Without a Father.
Zolotow, Charlotte. A Father Like That.

18. For Adults Only Not Recommended for Use With Your Children

Grollman, Eric. Talking About Death.
Lim, H. S. Life and Death.

One to Consider

Stein, Sara. About Death.

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Vogel, I. M. (Illus). Little Plays for Little People. New York: Parents' Magazine Press.

COMPONENT # 3

SCIENCE

(Suggested # of hours: 48)

NOTE: * Science, Math., Social Studies and Cooking are generally covered.

THEME 1: GOAL OF SCIENCE EXPERIENCES IN EARLY CHILDHOOD

Topic 1: Science/Social/Emotional/Physical & Cognitive Development.
Topic 2: Introduction to the Biological/Physical World of Science.
Topic 3: The Prepared Environment - Science Centre.

THEME 2: THE CHILD"S OWN BODY (ANATOMY)

Topic 1: Sight.
Topic 2: Sound.
Topic 3: Taste.
Topic 4: Smell.
Topic 5: Touch.
Topic 6: My Body.

THEME 3: PLANTS (BIOLOGY)

Topic 1: Winter.
Topic 2: Spring.
Topic 3: Summer.
Topic 4: Fall.
Topic 5: Life Cycle in Nature.
Topic 6: Vegetables.
Topic 7: Fruit.
Topic 8. Other Food Groups.

THEME 4: ANIMALS (ZOOLOGY)

Topic 1: Farm Animals.
Topic 2: Pet Animals.
Topic 3: Zoo Animals (wild/tame).
Topic 4: Woods Animals.
Topic 5: Spiders and Insects.
Topic 6: Worms.

THEME 5: WEATHER AND THE WORLD (PHYSICS AND CHEMISTRY)

Topic 1: Rain.
Topic 2: Fog.
Topic 3: Clouds.
Topic 4: Wind.
Topic 5: Temperature (seasons).
Topic 6: Day and Night.
Topic 7: Water.
Topic 8: Colour.

THEME 6: GEOLOGY: ROCKS AND MINERALS (GEOLOGY)

Topic 1: Mining.
Topic 2: Gems.
Topic 3: Crystals.
Topic 4: Sand.
Topic 5: Gravel.

THEME 7: SPACE (ASTRONOMY)

Topic 1: The Planets.
Topic 2: The Moon.
Topic 3: The Sun.
Topic 4: Space Travel.

THEME 8: THE EARTH (GEOGRAPHY)

Topic 1: Land Masses.
Topic 2: Water Bodies.

THEME 9: CAUSATION

What Makes Things Happen?

- Sink/Float.
- Live/Die.
- Grow/Wither.
- Light/Dark.
- Magnetic Force.
- Gravity.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Research Project

Choose one plant, animal, fish, bird or insect common to our area and of interest to young children.

Find out the following about it:

- What are its nourishment needs? What does it eat, drink? How? How much? When?
- Under natural conditions, where do its food and water come from? Can the conditions be copied?
- How does it keep warm? Cool off? Does it have any characteristic temperature reactions? Does it shiver, curl up, puff out? Does it perspire, wilt, pant?
- What is its sleep/wake pattern? Is it dirunal? Nocturnal? Seasonal? What is its need for sunshine?
- How, when and in what form does it eliminate? Do the feces have characteristic forms? Does elimination have any other significance, for example, territory marking?
- Where does it live most likely? Does it seek or make any kind of shelter? What kind? Under what conditions?
- What are its reproductive patterns? Readiness or courtship signs? How does new life come to be? How does it grow?
- What are there major developmental periods of its life? What is the usual length of its life cycle?
- How does it protect itself and its way of life? How does it survive? What is the biggest threat to its life?

Activities and Assignments continued

- What are its physical characteristics at various developmental stages? Colour? Size? Does it make a sound? Various sounds? Under what conditions? (Questions from G.G. Holt, Science with Young Children, p. 90.)

Answers to the above should be written out for duplication and distribution to class members. At least one drawing of the animal/plant chosen should be included.

2. Science Resource File
   An individual collection of material gathered throughout the course. This file will be for your own personal use and will include: resource material, activities, pictures, samples, print outs, pamphlets and notes from readings (other than reading assignment). A binder or large folder is suggested with dividers to categorize specific areas. In marking, attention will be paid to independently obtained materials, quality and variety of pictures and categorization of materials.

3. Group Project
   To be presented in class. With two students working together choose a theme and collect and prepared curriculum activities, materials, resources, poems, finger plays, pictures, etc. ... anything you want to use to help the child develop the concepts related to the theme. Try to reinforce the theme in 3 different areas at least. State your goals at the beginning of the project, the materials used and the age and number of children you would present this to. The information should be written up for distribution to the class.

4. Record of Readings
   Compile a record of the readings you do during the course. This record should include at least 7 articles and one book. Of the seven articles at least one should be in the area of mathematics, two in science and two in social studies. The record of a reading should include an outline of the item read and some general commentary on the ideas explored. Half an hour at the start of each class will be set aside for reading and consultation.

Activities and Assignments continued

5. **Integrated Curricula** (to be done in conjunction with Social Studies component)

   Select two topics in science and social studies. Find activities suitable for pre-schoolers, (e.g. songs, stories, field trips, visitors, learning centre). Present to class (approx. 16-20 mins.)

6. **Programming**

   Plan a Science program for a week - a month - a season - a year. Provide rationale for selection of subject matter, value to the child, manner of presentation and evaluation of units.

7. **Field Trips**

   Compile a list of appropriate science field trips for 3 and 4 year olds. Include community resources, costs, materials, etc.

8. **Observe:**

   Visit an early childhood centre and comment on te materials, equipment and programming related to science.

* NOTE: Some of the above would be appropriate for **Observation Practicum** assignments related to science.

PRE SCHOOL SCIENCE

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COMPONENT # 4

MATHEMATICS

THEME: MATHEMATICS IN THE CHILD'S DAILY LIFE

Topic 1: Review Pre-operational Stage of Cognitive Development.

Topic 2: Classification.

- ordering objects, people, events and ideas.
- functional vs. formal properties.
- sameness and differences.

Topic 3: Seriation.

- recognition of relative differences, length, height, width (size) weight, shades of colour, texture, sound (soft/loud), hardness, temperature (cold/hot).

Topic 4: Number.

- groupings and relationships.
- rote counting.
- number concepts - one to one relations.
- language of math - same, more than, less than, fewer, add, subtract, multiply, divide, etc.
- comparisons.
- matching objects.
- matching objects to numerals.

Topic 5: Time: Aspects of time.

- period of time/duration, occasion, moment or instant, continuance.
- the child's "time clock".
- days of the week.
- months.
- seasons.
- year.

Topic 6: Space.

- concepts of space.
- language of space (behind, over, into, beside, in-between, etc.)
- part/whole relationships.

Topic 7: Measurement.

- extent, quantity and/or size.
- units of volume, weight and square linear measurement.
- dry and liquid measures (cooking).

Topic 8: Money.

- pennies.
- nickels.
- dimes.
- quarters.
- dollars.

Topic 9: Shapes.

- circle.
- square.
- rectangle.
- oval.
- star.
- helix., etc.

Topic 10: Games/Songs - Practical Application of Math Concepts.

- hopscotch.
- board games.
- counting songs.
- playing store, etc.
- manipulative materials (sand, water, blocks, etc).

Topic 11: Computers in E.C.E.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Cooking

Compile a collection of suitable recipes for use in classroom with young children. Select one and demonstrate to class. Use a recipe chart suitable for young children. Focus on concepts related to Mathematics.

2. Games

Design games for young children that incorporate:

- a) matching/sorting.
- b) one to one relations.
- c) classification.
- d) sequencing (fast-slow; young-old, etc.).
- e) seriation.

3. Curriculum Planning

Design a schedule for teaching math concepts for one month.

4. Math Circle

Prepare a circle activity to teach children how to do one of the following:

1) test temperature
2) tell time
3) distinquish between textures.

Present your circle activity to the classroom.

5. Shapes

Prepare a teaching unit on shape recognition for 3 and 4 year olds. Present it to classmates.

6. File

Begin a file of math concept related activities, songs, games, books, etc.

COMPONENT # 5

SOCIAL STUDIES

THEME 1: THE CHILD'S SOCIAL WORLD

Topic 1: The self - "all about me".
Topic 2: Family members.
Topic 3: Home.
Topic 4: Work.

THEME 2: SCHOOL/TEACHER

Topic 1: My classroom.
Topic 2: My classmates.
Topic 3: My teacher.
Topic 4: My school/day care centre.

THEME 3: CO-OPERATION

Topic 1: Getting along together.
Topic 2: Property rights, sharing.
Topic 3: Co-operation, taking turns.
Topic 4: Feelings.

THEME 4: THE COMMUNITY I LIVE IN/FIELD TRIPS

Topics:
- The Fire Station.
- The Bakery.
- The Grocery Store.
- The Hospital.
- The Recreation Centre.
- The Dentist.
- The Florist.
- The Drugstore.
- The Shoestore.
- The Jewelry Boutique.
- The Police Station.
- The Railway Station.
- The Airport.
- The Harbour.
- The Farmers' Market.
- The Fish Market.
- The T.V. Store.
- The Meat Market.
- The Restaurant.
- The Paint Store.
- The Plumber.
- The School.
- The Beach.
- The Playground, etc.

THEME 5: PEOPLE AROUND THE WORLD

NOTE: This theme should be closely related to a Geography unit.

Topics:
- Our country - Canada.
- The World.
- Long Ago (History).
- Friends from Other Countries.

THEME 6: SPECIAL CELEBRATIONS

Topics: Festivals and Holidays. (These units can be integrated with people around the world.)

- New Year's Day Around the World.
- Chinese New Year.
- Halloween.
- Thanksgiving.
- Harvest Time.
- Festivals of Merriment and Light.
- Hannukah.
- Christmas Around the World.
- Christmas in America.

* These topics may be found in Bonnie Mack Fleming's, Resources for Creative Teaching in Early Childhood Education.

THEME 7: CRISIS IN THE CHILD'S LIFE

Topics:

- Death.
- Divorce.
- Separation.
- Step-Families.
- Adjustment to Day Care.
- Moving.
- Hospitalization.
- New Baby.
- Feelings.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Curriculum Planning

   Develop an integrated curriculum relating to an ethnic group. Suggest activities for childrens' participation that will teach young children about the stories, songs, games, dress, books, music, food, customs, celebrations.

2. Visitors

   Invite a panel of people from various ethnic origins and have them tell about traditions, customs, etc.

3. Plan a series of field trips suitable for young children into the community.

4. Redesign the Dramatic Centre in an early childhood setting to reflect one of the following:

   Bakery.
   Shoe Shop.
   Hospital.
   Hairdresser/Barber Shop.
   Post Office.
   Restaurant, etc.

   Suggest the physical arrangement of props and furniture and develop a prop box appropriate to the new "scene".

5. Prepare a week's lesson plan around a historical theme, e.g.,

   Confederation Day
   the Queen's Birthday
   the Discovery of America
   landing on Mars, etc.

   Include all stories, songs, games, etc. that could be used.

Classroom Activities and Assignments continued

6. Prepare a picture file on people of other lands.

7. Demonstrate to the class a circle time around one of the following topics.

   1. Death of a pet.
   2. Child moving away.
   3. A new baby in the family.
   4. Mommy and Daddy are divorcing.
   5. Sally goes to live with Grandma.
   6. Welcoming an immigrant child to the classroom.

   Discuss in detail what you would do to introduce the topic. What stories, songs, games, films, etc. would you use?

8. Observe an early childhood setting and comment on materials, equipment and programming related to Social Studies.

*NOTE: Some of the above would be appropriate for an Observation Practicum assignment related to Social Studies.

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COMPONENT # 6

COOKING

THEME 1: COOKING AND ITS RELATIONSHIP TO THE DEVELOPMENT OF CONCEPTS IN:

a) Science
b) Social Studies
c) Mathematics
d) Language Arts.

THEME 2: STEPS IN PROBLEM SOLVING IN FOOD PREPARATION

THEME 3: PLANNING A COOKING/FOOD CENTRE

Topic 1: Equipment.
Topic 2: Arrangement.
Topic 3: Children's Participation.
Topic 4: Teacher's Role.

THEME 4: INTEGRATING COOKING/FOOD INTO THE EARLY CHILDHOOD PROGRAM

THEME 5: COOKED AND UNCOOKED FOODS

Topic 1: Selection
Topic 2: Preparation
Topic 3: Recipes.

* NOTE: Nutrition will be covered fully in the course Health and Nutrition.

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ASSIGNMENTS AND CLASSROOM ACTIVITIES

1. Students will select a recipe suitable for use with young children and discuss in class how it can be used to teach specific concepts.

2. Essay on the value of cooking in the Early Childhood Program.

3. Students make recipe boards of two to three recipes suitable for young children. Each student will demonstrate the use of one board to class.

4. Collect ethnic recipes that can be used with young children.

5. Prepare a complete Resource File on cooked and uncooked foods.

6. Develop a program for: one week, one month, one year for cooking experiences for young children.

COMPONENT # 7

CREATIVE ARTS

(suggested # of hours: 48)

THEME 1: ART: DEVELOPMENTAL APPROACHES

Topic 1: Developmental Theory (Viktor Lowenfeld and W. Lambert Brittain)

- Scribble stage.
- Pre-schematic Stage.
- Schematic Stage.

Topic 2: Cognitive Developmental Approaches. (Jean Piaget)

- Stage of Synthetic Incaxity.
- Stage of Intellectual Realism.
- Stage of Visual Realism.

Topic 3: Perceptual Approaches. (Rudolph Arnheim)

Topic 4: Psychoanalytic Approaches.

THEME 2: CREATIVITY

Topic 1: Definition.
Topic 2: Importance of creativity.
Topic 3: Stages.
Topic 4: Characteristics of creative individual.
Topic 5: Individual Differences.
Topic 6: Process vs. Product
Topic 7: Models
Topic 8: Teacher's Role

THEME 3: ART MATERIALS AND ACTIVITIES

Topic 1: Selection, Storage of Art Materials.
Topic 2: Planning art activities.
Topic 3: The "Art Centre" - location and considerations in the classroom.

THEME 4: ART WORKSHOPS

Topic 1: Painting.
- a) easel painting
- b) fingerpainting
- c) screen painting
- d) blow painting, etc.

Topic 2: Use of Colouring Books, stencils, tracings.
- a) Pros and cons.
- b) Examples.

THEME 5: DRAWING

Topic 1: Specific materials.
- crayons, pencils, pens, chalk, ink, pastels, etc.

THEME 6: TEXTURES

Topic 1: Rubbings.
Topic 2: Cut and paste.
Topic 3: Collage.
Topic 4: Natural materials.
Topic 5: Food (beans, macaroni, seeds, etc.)
Topic 6: Fabrics.

THEME 7: SAND, MUD, WATER

Topic 1: Where, when and how.
Topic 2: Therapeutic uses.

THEME 8: CLAY, PLAYDOUGH AND PLASTICINE

Topic 1: Materials: preparation, recipes.
Topic 2: Presentation.
Topic 3: Models.
Topic 4: Activities.

THEME 9: SEWING, WEAVING, DYEING, STITCHERY

Topic 1: Materials.
Topic 2: Presentation.
Topic 3: Models.
Topic 4: Activities.

THEME 10: OTHER TOPICS TO CONSIDER

1) Display of art.
2) Clean up.
3) Access to materials.
4) Integrating art activities into the overall curriculum.
5) Files of childrens' art work.
6) Related Field Trips.
7) Art Therapy.
8) The "Language" of art.
9) Toxic materials.
10) Ethnic "art" experiences.
11) "Collectibles" - junk, discards, etc.
12) Puppets.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Write a critique of a current book on children's art.

2. Collect examples (10) of children's art work which indicate developmental levels.

3. Prepare and present an art activity to the class in each of the following areas:
   1) collage
   2) stitchery
   3) clay
   4) printing
   5) "messy" activity

4. Observe an art activity in a day care or pre-school classroom. In written form discuss the following:
   1) layout of materials and children's access to it.
   2) appropriateness of activity to age group.
   3) teacher's expectations, involvement, encouragement.
   4) level of skill required of children.
   5) openedness.
   6) children's behavior.
   7) clean-up.

5. Art Portfolio: Collect and mount examples of childrens' art and describe techniques used. Include all art activities.

6. Prepare a file card collection of art activities suitable for special occasions, e.g. Xmas, Valentine's Day, Chinese New Year, Halloween, Hannukah, Dwali, etc. (Be sure to include festivals and celebrations from a variety of cultures.

7. Visit an art gallery. Plan a field trip for young children.

8. Visit an art supply store, then compile a list of materials and equipment you would include in an Art Centre for a new pre-school. Estimate costs.

9. Invite an Art therapist to visit the classroom to discuss therapy with students.

NOTE: Some of the above would be appropriate for Observation Practicum assignments related to Creative Arts.

RESOURCES

Alexander, R. "The ghost of creativity in art education", Art Education, 34, # 4, 1981.

Arkes, H. R., Baykin, A. N. "Analysis of complexity in head start and nursery school children", Perceptual and Motor Skills, (1971), 33.

Bland, J. C. Art of the Young Child: Three to Five Years, New York: Museum of Modern Art, 1957.

Brittain, W. L. Creativity, Art and the Young Child, New York: MacMillan Publ. Co., 1979.

Burns, Sylvia, F. "Childrens' art: a vehicle for learning", Young Children, (March, 1975), 30, # 3.

Chapman, L. H. Approaches to Art Education, New York: Harcourt, Brace, Janovich, 1978.

Cherry, Claire. Creative Art for the Developing Child, Belmont, Calif.: Fearon, 1972.

Davies, R. Let's Paint, New York: Van Nostrand, 1971.

Eisner, E. "Examining some myths in art education", Studies in Art Education, 15, # 3, 1974.

Graham, A. Foxtails, Ferns and Fish Scales: A Handbook of Art and Nature Projects, New York: Four Winds Press, 1976.

Kellogg, Rhoda. The Psychology of Children's Art, New York: Landon House, 1967.

ibid. What Children Scribble and Why, Palo Alto, Calif.: The National Press, 1959.

ibid. Analyzing Childrens' Art, Palo Alto, Calif.: National Press, 1969.

Klein, Bruce. "The hidden dimensions of art", Childhood Education, A.C.E.I., Washington, D.C.: (Jan/Feb), 1982.

Koroscik, J. S. "Art education: another perspective", Childhood Education, Washington, D.C.: A.C.E.I., (Nov/Dec), 1982.

Lark-Horovitz, B. The Art of the Very Young - An Indicator of Individuality, Columbus, Ohio: Merrill, 1976.

Maynard, F. Guiding Your Child to a More Creative Life, Garden City, N. Y.: Doubleday & Co., 1973.

Meron, C. The Child as a Consumer of Art, Unpublished Manuscript,

Resources continued

Newell, A., Shaw, J. C., Simon, H. A. The Process of Creative Thinking, New York: Atherton Press, 1962.

Pierce, D. "Comment: Is art a basis in education?" Childhood Education, 58, # 1, (Sept/Oct, 1981).

Stangl, M. J. Fingerpainting is Fun. Cmarillo, Calif.: Educational Techniques, Inc., 1975.

Torrance, E. P. Explorations of Creative Thinking in the Early School Years. Research Memoranda, Minneapolis: Bureau of Educational Research, University of Minnesota, 1960.

Williams, R. M. "Why children should draw", Saturday Review, (Sept. 3, 1977).

PROGRAM PLANNING

COMPONENT # 8 and # 9

MUSIC AND MOVEMENT

(suggested # of hours = 48)

NOTE: * Music and Movement are generally covered in a single program planning course.

For purpose of clarification this course will be divided into 2 separate components. The individual instructor will determine the number of hours devoted to each component.

COMPONENT # 8

MUSIC

THEME 1: HOW MUSIC FITS INTO THE EARLY CHILDHOOD PROGRAM

Topic 1: It's value in social, emotional, cognitive and physical development.

THEME 2: EARLY MUSIC EXPERIENCES

Topic 1: Early music experiences (knee games, patty cake, lullubies, etc.)

THEME 3: TOOLS, VISUAL AIDS AND ACCOMPANIMENTS

Topic 1: Voice.
Topic 2: Piano.
Topic 3: Guitar.
Topic 4: Records.
Topic 5: Props - puppets, costumes, etc.

THEME 4: USE OF MUSIC IN E.C.E. PROGRAMS

Topic 1: Organized Group Times.
Topic 2: Transitions.
Topic 3: Outdoors.
Topic 4: Spontaneous.

THEME 5: INTEGRATED PROGRAMMING

Topic 1: Themes.
Topic 2: Co-ordinating Songs, Music with Other Areas of Curriculum.

THEME 6: SONGS

Topic 1: Types.
Topic 2: Selection.
Topic 3: Presentation.
Topic 4: Teaching Songs to Young Children.
Topic 5: Improvising.
Topic 6: Singing Games.

THEME 7: FOSTERING LISTENING SKILLS

Topic 1: Ear Training.
Topic 2: Orff ideas.
Topic 3: Clapping - rhythmn, pitch, melody.
Topic 4: Beat.

THEME 8: CULTURAL HERITAGE

Topic 1: Folk Songs.
Topic 2: Multi-cultural Program Planning.

THEME 9: SPECIFIC APPROACHES TO TEACHING MUSIC

Topic 1: Kodaly
Topic 2: Orff
Topic 3: Suzuki, etc.

COMPONENT 9

CREATIVE MOVEMENT

THEME 1: MOVEMENT SKILLS THROUGH SONG AND GAMES

Topic 1: Knowledge of body parts.
Topic 2: Spatial awareness.
Topic 3: Relating to partner.
Topic 4: Changing direction.
Topic 5: Temporal sequencing.
Topic 6: Movement controlled by: beat, rhythmn, space.

THEME 2: RHYTHMIC MOVEMENT USING PERCUSSION INSTRUMENTS

Topic 1: Clapping.
Topic 2: Sticks.
Topic 3: Drums.
Topic 4: Bells, rattles, tambourines, triangles.
Topic 5: Part playing (rhythmn and beat).

THEME 3: DANCE INTERPRETATION.

Topic 1: Dramatization of songs, stories.
Topic 2: Classical music - ballet.
Topic 3: Jazz.
Topic 4: Modern dance.
Topic 5: Folk dance.
Topic 6: Square dancing.

THEME 4: EXERCISE TO MUSIC

Topic 1: Aerobics.
Topic 2: Yoga.
Topic 3: Drills.

NOTE: Classroom activities and assignments and resources for this component are contained in those cited for the Music Component.

CLASSROOM ACTIVITIES AND ASSIGNMENTS

1. Compile a card file to include the following:

   20-25 songs.
   5 activities using instruments.
   5 record activities.
   10 movement activities.
   5 instruments that children can make.
   5 community musical resources.

2. Make 2 musical instruments. Bring to class and demonstrate to group.

3. Plan and implement a listening activity.

4. Plan and implement a rhythmic activity.

5. Teach an ethnic song to group.

6. Collect 5 songs for each of the following:

   1) Animals songs.
   2) Nonsense songs.
   3) Halloween songs.
   4) Birthday songs.
   5) Christmas songs.
   6) Weather songs.
   7) Action songs.
   8) Nature songs.
   9) Native Indian songs.
   10) Multi-cultural songs.

CLASSROOM ACTIVITIES AND ASSIGNMENTS continued

7. Critique a childrens' record.

8. Prepare a month's outline of music activities.

9. Critique a song book.

10. Prepare 3 songs with visual aids for teaching.

11. Teach your classmates one of the following:

    a) song
    b) fingerplay
    c) instrument piece
    d) singing game
    e) creative movement exercise.

12. Plan a teaching session to introduce rhythmic movement for young children.

13. Design a yoga lesson suitable for preschoolers. Demonstrate to class.

14. Compile a card file of 15 movement activities for young children.

15. Observe in an E.C.E. setting and comment on the materials, equipment and programming related to Music and Movement.

* NOTE: Some of the above would be appropriate for an Observation Practicum assignment related to Music and Movement.

RESOURCES:

Andress, B. *Music Experiences in Early Childhood*, New York: Holt, Rinehart and Winston, 1980.

Aronoff, F. *Music and Young Children*, New York: Holt, Rinehart and Winston, 1969.

Aronoff, F. "No age is too early to begin", *Music Educators Journal*, Vol. 60, (March, 1974).

Birkenshaw, L. *Music for Fun, Music for Learning*, Holt, Rinehart & Winston, 1977.

Burton, L. and Hughes, W. *Music Play*, Addison-Wesley, 1979.

Caso-Beggs, B. *To Listen, To Like, To Learn*, Peter Martin Associates, 1974.

Caso-Beggs, B. *Your Baby Needs Music*, Douglas and McIntyre, 1978.

Cherry, C. *Creative Movement for the Developing Child*, Belmont, Calif.: Fearon Publishers.

Cherry, C. *Creative Play for the Developing Child*, Belmont, Calif.: Fearon, Pitman, Publishers, 1976.

Cline, D. *Cornstalk Fiddle and Other Homemade Instruments*, New York: Oak Publications, 1976.

Eliasen, C. F. and Jenkins, L. T. *A Practical Guide to Early Childhood Curriculum*.

Flemming, B. M. and Hamilton, D. S. and Hicks, J. D. *Resources for Creative Teaching in Early Childhood Education*, Harcourt Brace Jovanovich, Inc., 1977.

Flincheen, B. M. "Motor development in early childhood: a guide for movement", *Education with Ages 2-6*, Missouri: Mosby, 1975.

Gerhardt, L. A. *Moving and Knowing: The Young Child Orients Himself in Space*, Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Gilbert, J. *Musical Activities for Young Children*, 1975.

Glatt, L. *What to Do Until the Music Teacher Comes*, Berandal Music, 1978.

Lowndes, B. *Movement and Drama in the Primary School*, London: B.T. Bats Ford Co.

Maccheroni, A. *Developing the Music Senses*, Cincinniti, Ohio: Greenwood Press, World Library, 1950.

Miller, M. and Zajan, P. *Finger Play*, New York: Schimer.

Resources continued

Nye, V. Music for Young Children, Bubuque, Iowa: Brown, 1975.

Sheehy, E. D. Children Discover Music and Dance, Teacher's College Press, Columbia University, 1974.

Snyder, Alice. Creating Music with Children, New York: Mills Music, Inc., 1957.

Warner, Laverne. "37 Music ideas for the nonmusical teacher", Childhood Education, (Jan/Feb, 1982), Vol. 58, # 3.

Wheeler, L. and Raebeck, L. Orff and Kodaly Adopted for the Elementary School, Wm. C. Braun, 1979.

Zimmerman, M. Musical Characteristics of Children, Washington, D.C.: Music Educators National Conference, 1971.

SONG BOOKS

Fowke, Edith. Sally Go Round the Sun, McLelland & Stewart, 1969.

Wood, L. Rhythms to Reading Picture Song Book, Bowman, 1972.

Glazer, T. Eye Tinker, Tom Tinker, Chin Chopper, Doubleday.

Nelson, E. L. Musical Games for Children of All Ages, Sterling Publishing, 1977.

Dalton, A. and Bunnell. My New Picture Book of Songs, Osmond, 1979.

Sharon, Lois & Bram. Elephant Jam, McGraw Hill, 1980.

Lucille Panabaker Song Book.

RECORDS

One Elephant, Deux Elephant. Sharon, Lois and Bram, Elephoant Records, 1978.

Smorgasbord. Sharon, Lois and Bram.

Singable Songs for the Very Young. Raffi, Troubador Records, TR002.

More Singable Songs. Raffi.

The Corner Grocery Store. Raffi, Troubador Records, TR007.

There's a Hippo in My Tub. Anne Murray, Capital, 1977.

If Snowflakes Fell in Flavors. Sandy Offenheim, Berandol.

Listening List for Basic Music Skills for Early Childhood Education

Bach	Jesu, Joy of Man's Desiring
	Air (Andante), from Suite No. 3 in "D"
Beethoven	"Emperor" Concerto
	Piano Concerto No. 3
	Symphony No. 9 (final movement)
Bizet	Toreador from Carmen
Brahms	Academic Festival Overture
Britten	Young Persons Guide to the Orchestra
Copeland	Billy the Kid
	Rodeo
Debussy	Children's Corner
Dvorak	Symphony No. 5 in "E" Minor, Op. 95 (New World)
Grieg	Peer Gynt Suite
Handel	Water Music
	Hallelujah Chorus (from Messiah)
Haydn	Toy Symphony
	Surprise Symphony No. 9 in "G" Major
	String Quartet "D", Op. 64, No. 5
	String Quartet in "E" Flat, Op. 33, No. 2
	String Quartet in "C", Op. 33, No. 3
Mozart	Eine Kleine Nachtmusik
Mussorgsky	Pictures at an Exhibition
Prokofiev	Peter and the Wolf
Poulenc	The Model Animals
Rossini	William Tell Overture
Saint-Saens	Carnival of the Animals
Schubert	Rosamunde Ballet Music
Schumann	Scenes from Childhood
Stavinsky	l'Histoire du Soldat
Tchaikovsky	Nutcracker Suite
	The Sleeping Beauty

COURSE: PARENT/TEACHER/COMMUNITY RELATIONS

(suggested # of hours = 48-50)

COURSE DESCRIPTION

This course focusses on attitudes, knowledge and skills related to interpersonal communication at the adult level. Emphasis is placed on working with parents, colleagues and community resource personnel.

THEMES

1. Communications
2. Role of Parents in E.C.E. settings
3. Orienting new families to the group setting
4. Parent education
5. Understanding family systems
6. Working with parents of special needs children
7. Working with immigrant families
8. Reporting to parents
9. Community resources
10. Introduction to administration
11. Job search
12. B.C. Provincial Regulations re: certification and licensing
13. Professional development

THEME 1: Communications

Topic 1: Review of key communication factors (see Foundations course material)

Topic 2: Dealing with emotions
- parent's self-concept
- parent/child relations
- parental expectations

* NOTE: Due to the variety of themes, resources have been cited after each.

RESOURCES

Barker, Larry. *Listening Behavior*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Croft, D.J. *Parents and Teachers: A resource Book for Home, School and Community Relations*. Belmont, Calif.: Wadsworth, 1979.

Egan, Gerard. *You and Me: The Skills of Communicating and Relating to Others*. Monterey, Calif.: Brooks/Cole, 1977.

Hymes, James. *Effective Home - School Relations*. Sierra Madre: The Southern California Association for the Education of Young Children, 1974.

Mehrabian, A. *Silent Message*. Belmont, Calif.: Wadsworth, 1971.

Nedler, S. & McAfee, O. *Working with Parents: Guidelines for Early Childhood and Elementary Teacher*. Belmont, Calif.: Wadsworth, 1979.

Rath, L., Merrill Harmon, and Sidney Simon. *Values and Teaching*. Columbus, Ohio: Merrill, 1966.

Verderber, K. and R. *Interact: Using Interpersonal Communication Skills*. Belmont, Calif.: Wadsworth, 1971.

THEME 2: Role of Parents in E.C.E. Settings

Topic 1: Advisory Groups
Topic 2: Administrative Boards
Topic 3: In the Classroom (Parent Participation Pre-Schools)
Topic 4: Volunteers
Topic 5: Activities for parents at home in the classroom, on the playground, special occasions, field trips.
Topic 6: Parents as a Resource
Topic 7: A Parent Corner

Resources:

Baillard, V. & Strang, R. Parent Teacher Conferences. New York: McGraw Hill.

Gilmer, S. & Nelson, J. "Centering resources for learning: parents get into the act." Childhood Education. Vol. 51, # 4 (February 1975), pp. 208-210.

Marion, M. "Create a parent-space: A place to stop, look and read". Young Children. Vol. 28, # 4 (April 1973), pp. 221-224.

Rick, D. & Jones, C. A Family Affair: Education. Washington, D.C.: HOme and School Institute, 1977.

Taylor, K. W. Parents and Children Learn Together. New York: Teachers College Press, 1968.

THEME 3: Orienting New Families to the Group Setting

Topic 1: Parent Information Packets
Topic 2: Home Visits by Teacher
Topic 3: School Visits (Parent and Child)
Topic 4: First Days - Gradual Entry

THEME 4: Parent Education

Topic 1: Organizing Parent Meetings
Topic 2: Topics of Interest
Topic 3: Combining "business" and "education"

Resources:

Abraham, W. Parent Talk. Scottsdale, Ariz.: Sunshine Press.

Cahoon, O. and Larson, J. M. "The Art of Parent Education: A Selection Approach for Parents". Paper presented at N.A.E.Y.C. Conference, Dallas, Texas, 1975.

Coan, D.L. Parenthood Education Needs: A National Assessment Study. Charleston, W. Virg.: Appalachia Educational Laboratory, 1973.

Lane, Mary B. Education for Parenting. Wash., D.C.: N.A.E.Y.C., 1975.

Weikart, David P. "Designing Parenting Education Programs". Paper presented at the Working Conference on Parenting Education. Charles Stewart Matt Foundation, Flint, Michigan: Sept. 1977.

White, Burton L. "Guideline for Parent Education", 1977.

THEME 4: Understanding Family Systems

* NOTE: Review material on family covered in Foundations of Early Childhood Education: Theme 2: Sociology of Family.

Topic 1: The Systems Approach
Topic 2: Ethnic and Cultural Influences
Topic 3: Family Communication Patterns
Topic 4: Families in Crisis (alcoholism, poverty, child abuse, etc.)
Topic 5: Single Parent Families

Resources:

Berton, Pierre. The Smug Majority. Toronto: McClelland and Stewart, 1968.

Canadian Council on Social Development. The One-Parent Family. Ottawa, 1971.

Eshleman, J. R. The Family: An Introduction. Boston: Allyn and Bacon, 1974.

Garbarino, James. Children and Families in the Social Environment. Hawthorne, New York: Adline Publ. Co., 1982.

Goode, W. J. The Family. Englewood Cliffs, N.J.: Prentice Hall, 1964.

Grollman, E. Explaining Death to Children. Boston: Beacon Press, 1967.

Grollman, E. A. Explaining Divorce to Children. Boston: Beacon Press, 1969.

Helfer, R. (ed) The Battered Child. Chicago: University of Chicago Press, 1968.

Larson, L. (ed) The Canadian Family in Comparative Perspective. Scarborough: Prentice-Hall, 1976.

National Council of Welfare. One in a World of Twos. Ottawa: 1976.

Princus, Lily. Death and the Family. New York: Vintage Books, 1974.

Reading in Marriage and the Family. Guildford, Conn.: 1978-1978.

Schlesinger, B. Families: Canada. Toronto: McGraw-Hill Ryerson, 1979.

Skolnich, A. "The Myth of the Vulnerable Child". Psychology Today. February, 1978.

Steinzor, B. When Parents Divorce. Richmond Hill: Simon and Schuster, 1970.

Van Stolk, M. The Battered Child in Canada. Toronto: McClelland and Stewart, 1972.

THEME 5: Working With Parents of Special Needs Children

Topic 1: Psychological Aspects of Parenting a Special Needs Child

Topic 2: Educational and Psychological Strategies for Working with Parents

Topic 3: Ethics in Parent-Professional Interactions

Topic 4: Public and Social Policies re: Handicapped Children

Topic 5: Integration

Resources:

Anastasiou, N. A. "The Need of Early Childhood Education for the Handicapped: A Song of the 80's", in Jounral of the Division for Early Childhood, Vol. 2, April, 1981.

Baldwin, V.L. et al. *Isn't It Time He Outgrew This?" or A Training Program for Parents of Retarded Children.* Springfield, Ill.: Charles E. Thomas, 1973.

Gordon, I. J. *Parent Involvement in Compensatory Education.* Urbana, Ill.: University of Illinois Press, 1970.

Health and Welfare Canada. *Children with Special Needs in Daycare: A Guide to Integration*, 1980.

Kittrie, N. N. *The Right to be Different*. Baltimore: Penquin, 1971.

Lillie, D. L. & Trohanis, P. *Teaching Parents to Teach*. New York: Walker, 1976.

Lillie, D. L. *Early Childhood Education*. Chicago: Science Research, 1975.

Paul, James L. (ed) *Understanding and Working with Parents of Children with Special Needs*. New York: Holt, Rinehart and Winston, 1981.

Turnbull, A. "Parent-professional interactions" in Snell, M. E. (ed.) *Systematic Instruction of the Moderately and Severely Handicapped*. Columbus, Ohio: Merrill, 1978.

THEME 6: Working with Immigrant Families

Topic 1: Special Considerations
Topic 2: Use of Home-School Workers
Topic 3: Translating Written Material
Topic 4: Strategies for Incorporating Language and Culture in the Classroom.

Resources:

Ashworth, M. Immigrant Children in Canadian Schools. Toronto: McClelland and Stewart, 1975.

Berry, J. et al. Multiculturalism and Ethnic Attitudes in Canada. Ottawa: Supply and Services, 1977.

Mackie, M. "Ethnic Stereotypes and Prejudice" in Canadian Ethnic Studies, 6, (1974).

McLeod, Keith A. (ed) Multicultural Early Childhood Education, Toronto: Governing Council of the University of Toronto, 1984.

Standing Committee on Health, Welfare and Science. The Child at Risk, Ottawa, Supply and Services, 1980.

Werner, E. E. Cross Cultural Child Development, Monterey, Calif.: Wadswoth, Inc., Brooks/Cole Publishing, 1979.

White, B. Experience and Environment. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

THEME 7: Reporting to Parents

Topic 1: Parent/Teacher Conferences
Topic 2: Record Keeping
Topic 3: Assessment of Child's Development
Topic 4: Follow-Up

Resources

Alum Rock School District. The Conference Handbook: Getting the Most from Your Parent-Teacher Conference. Undated.

D'Evelyn, R.E. Individual Parent-Teacher Conferences. New York: Teacher's College Press, 1963.

Croft, Doreen. Parents and Teachers: A Resource Book for Home, School and Community Relations. Belmont, Calif.: Wadsworth, 1979.

Honig, Alice S. Parent Involvement in Early Childhood Education. Washington, D.C.: N.A.E.Y.C., 1975.

Mager, Robert F. Preparing Instructional Objectives. Belmont, Calif.: Fearon, 1962.

Nedler, S. E. & McAfie, O. D. Working with Parents. Chapter 3. Relating to Others, Belmont, Calif.: Wadsworth, 1979.

THEME 8: Community Resources

Topic 1: Public Health
Topic 2: Psychologists
Topic 3: Speech Therapists
Topic 4: Family Counselling
Topic 5: Ministries of Health, Education and Human Resources
Topic 6: Provincial Organizations, etc.

Resources:

Canadian Council on Children and Youth. Admittance Restricted: The Child as a Citizen in Canada, 1978.

Directory of Services for Children, Youth and Families in British Columbia. SPARC, B.C., 1980.

Human Rights Code of British Columbia, 1978.

I.Y.C. - B.C. Resources. Vancouver: 1979.

Ministry of Health. Provincial Child Care Facilities Regulations, 1978.

Ministry of Human Resources. Family and Child Service Act, Bill 45, 1980.

Ministry of Supply and Services, Canada. Children at Risk, Hull, Quebec, 1980.

THEME 9: Introduction to Administration

Topic 1: Opening a New Child Care Facility
Topic 2: Admission Policies
Topic 3: Finances
Topic 4: Health Care (see material on Health & Nutrition)
Topic 5: Equipping a Centre
Topic 6: Hiring Staff

Resources

Association for Childhood Education International. Equipment and Supplies. Washington, D.C., 1968.

Boguslawski, D. P. Guide for Establishing and Operating Day Care Centres for Young Children. New York: Child Welfare League of America, 1968.

Cherry, C. et al. Nursery School and Day Care Centre Management Guide. Toronto: Copp Clarke, 1978.

Education Development Centre. "How to Equip a Classroom: The E.D.C. Guidelines", in C. E. Silberman (ed) The Open Classroom Reader. New York: Random House, 1973.

Hohn, N. and Malloy, M. (ed) Guide to Operating a Child Care Facility in British Columbia. Vancouver: University of B.C., 1982.

Matterson, E. M. Play and Playthings for the Preschool Child. Baltimore: Penquin, 1967.

Osmon, F. L. Patterns for Designing Children's Centres. New York: Eductional Facilities Laboratories, 1973.

Rowe, M. P. and Husby, R. D. "Economics of child care: costs, needs and issues", in Child Care: Who Cares? New York: Basic Books, 1973.

Ruopp, R. et al. A Day Care Guide for Administrators, Teachers and Parents. Cambridge, Mass.: M.I.T. Press, 1973.

THEME 10: Job Search

Topic 1: Compiling a Resume
Topic 2: The Interview
Topic 3: Correspondence with Prospective Employers
Topic 4: Unions

Resources

Biber, B. Challenges Ahead for Early Childhood Education. Washington, D.C.: N.A.E.Y.C., 1979.

Canada Employment Centre on Campus or Canada Manpower Offices (C.E.I.C.) Pamphlets.

1. The Interview
2. Correspondeance with Employers
3. Job Search Skills
4. A Job Search Strategy
5. The Resume

Erikson, E. Insight and Responsibility. New York: Norton, 1964.

Lay, M. and Dopyera, John E. "Guidelines for Job Hunting", in Becoming a Teacher of Young Children. Vancouver: D.C. Heath and Company, 1977, p. 470.

National School Boards Association. Job descriptions in Education. Washington, D.C., 1973.

Seaver, J. W. et al. Careers with Young Children: Making Your Decision. Washington, D.C., N.A.E.Y.C., 1979.

University and College Placement Association. The Interview. Toronto: 1978.

THEME 11: B.C. Provincial Regulations re: Certification and Liceucing

* Note:

Students should be made aware of their responsibility for becoming registered as a nursery school/day care supervisor with Provincial Child Care Facilities Licensing Board (P.C.C.F.L.B.) office in Victoria.

Discuss the submission of proof of graduation from a recognized Early Childhood training Institution and the requirements re: 500 hours work experience for supervisor certification.

Reference

Ministry of Health. Provincial Child Care Facilities Regulations, Victoria, 1981.

Ministry of Human Resources. Child Care Act, Victoria, 1982.

THEME 12: Professional Development

Topic 1: Professional Associations
Topic 2: Conferences
Topic 3: Workshops
Topic 4: Observational Visits to Centres
Topic 5: Post Basic Training Programs
Topic 6: University - Degree Programs
Topic 7: Career Laddering

Resources

Instructors should give students information on local branches of relevant professional organizations, e.g. B.C. Preschool Teacher's Association and titles of journals and other publications.

Students whould also be advised of any advanced education workshops, seminars, and courses in the local area.

Classroom Activities and Assignments

1. Compile a list of speakers suitable for parent education meetings. This can be done as a group project. Include topic, contact person, biographical information on speaker and cost.

2. Compile a list of films or various topics of interest to parents. Include information on cost and availability. This can be done as a group project.

3. Compile a bibliography of books that would be useful in a parent library.

4. To practice communication skills, instructor should prepare a number of daycare/nursery school scenarios where parents seek or are offered advice. Role play the scenes in class.

5. Each student will research 2 or 3 community resource based on the following criteria:

    1. Name, address and phone number
    2. Arms of the organization
    3. Services offered
    4. Referral System
    5. Cost to Uses
    6. Comments

    A standard form should be devised and when each student has obtained the required information on his/her assigned organizations, the information may be reproduced in booklet form and distributed to class as a community resource file.

6. Review 1 or 2 books on special topics related to family issues (e.g.) child abuse, single parent families, dual income families, adoption, children's rights, etc.

    Instructor could prepare a book list or a list of topics. Students can orally report their finding to class in small or large group.

Assignments continued

7. Have students prepare a "Parent Packet" for a hypothetical nursery school or day care centre. Packet should include:
    a) State of philosophy and goals of the Centre
    b) Centre policies re: arrivl and departure, sickness, accidents, etc.
    c) Application forms and registration procedures.
    d) Copy of letter of permission for field trips, research, etc.
    e) Schedule
    f) Fee structure
    g) Brief review of curriculum
    h) Methods of assessing child's development and reporting procedures
    i) Other information as deemed necessary.

8. Each student should prepare a personal resume.

9. Role play in class, job interviews

10. Observations - See attached guideline sheets.

OBSERVATION PRACTICUM ASSIGNMENTS

Parent/Teacher/ Community Relations

Observation Guideline Sheet

Please make arrangements to observe for a minimum of 2 hours at a day care centre or a nursery school. For these particular observations, please do not observe at a Parent Participation Pre-School.

Answer the following questions:

A. Parent Teacher Relations

1. Was there a parent bulletin board?
2. Were any other provisions made for parents such as chairs, coffee, library, suggestion box, etc.
3. Did you observe any evidence of positive parent/teacher interaction?
4. Did parents seem welcome and comfortable in the centre?
5. Were parents asked to help with or participate in the program in any way?
6. Are parent meetings held? If so, how often? What is the content of the evenings?
7. Are parent/teacher conferences held? Are they scheduled? As needed? How Often?

B. Staff Relations

1. List the titles of the adults present and their responsibilities.
2. Did there appear to be hierarchy that was discernible to either the children or yourself? Support your answer.
3. What feelings did you pick up on in terms of relations among the staff? Support your answer with examples.
4. Did you observe any incidents in speech or action where there seemed to be conflict among the staff regarding philosophy, methods of guidance and style of working?
5. Are staff meetings held on a regular basis? What is the content of these meetings?
6. Are individual staff responsibilities clearly laid out?
7. Can any staff member approach a parent with a given problem or does it have to go through the Supervisor. Give reasons why either system is followed.

COURSE: HEALTH AND NUTRITION

(suggested # of hours: 26-30)

COURSE DESCRIPTION:

This course focuses on aspects of health and nutrition related to the early childhood setting. Issues including safety, hygiene, emergency procedures, recognition and management of childhood illness and all aspects of meal planning are highlighted.

THEMES:

1. Importance of Personal Health.
2. Factors Contributing to Health.
3. Anatomy and Physiology of Body Systems.
4. Common and Chronic Illnesses and Communicable Diseases.
5. Nutritional Needs.
6. Planning Meals and Snacks.
7. Food Selection, Preparation, Storage and Clean-up.
8. Allergies.
9. Dental Health.
10. Rest and Relaxation.
11. Safety.
12. Establishing Centre Procedures.
13. Parent Education. (Refer to Materials in Parent/Teacher/Community Relations.)
14. Community Resources.

THEME 1: Personal Health

Topic 1: Attitudes and Modelling.
Topic 2: Physical Health.
Topic 3: Mental Health.

THEME 2: Factors Contributing to Health

Topic 1: Environmental factors.
(e.g. fresh air, exercise, nutritious food, etc.)

THEME 3: Common and Chronic Illnesses and Communicable Diseases

Topic 1: Anatomy and Physiology of Body Systems.
Topic 2: Common and Chronic Illnesses related to Body Systems (e.g. Respiratory System, Digestive System, etc.)
Topic 3: Common Communicable Diseases (e.g. measles, rubella, mumps, etc.)
Topic 4: Infectious Organisms and Transmission of Disease.
Topic 5: Immunization.
Topic 6: Indicators of Illness and Importance of Daily Health Assessment.

THEME 4: Nutrition

Topic 1: Nutritional Needs of Young Children.
Topic 2: Canada's Food Guide.
Topic 3: Food Nutrients - Sources, Allowances for Carbohydrates of fats, proteins, minerals, vitamins, and water.
Topic 4: The Digestive Process.

THEME 5: Planning Meals and Snacks

Topic 1: Parent Involvement.
Topic 2: Cultural Differences and Influences.
Topic 3: Individual Child Differences.
Topic 4: Snacks: What - When - and How Much.
Topic 5: Preparing the Mealtime Environment. (include transitions)

THEME 6: Food Selection, Preparation, Storage and Clean-Up

Topic 1: Public Health Standards.
Topic 2: Daily/Weekly Cleaning.
Topic 3: Involving Children in Food Related Activities.
Topic 4: Hot Lunches - Preparation Cost.
Topic 5: Presentation of Food.

THEME 7: Allergies

Topic 1: Food Allergens.
Topic 2: Inhalent Allergens.
Topic 3: Contact Allergens.

THEME 8: Dental Health

Topic 1: Centre Policy and Procedure.
Topic 2: Check-Up. (Public Health)

THEME 9: Rest and Relaxation

Topic 1: Materials and Equipment.(Nap)
Topic 2: Scheduling.
Topic 3: Quiet places for private times.

THEME 10: Safety

Topic 1: Rules.
Topic 2: Hazards (indoors and out) and Precautions.
Topic 3: Fire Drills.
Topic 4: Automobile Safety.
Topic 5: Street Safety.
Topic 6: Safety Checks on Toys and Equipment.

THEME 11: Establishing Centre Procedures.

Topic 1: Health/Illness.
Topic 2: Safety/Hazards.
Topic 3: Fire Emergencies.
Topic 4: Immunizations.
Topic 5: Medication Issues and Procedures.
Topic 6: Child Abuse.
Topic 7: Emergency Medical Care.
Topic 8: Routine Housekeeping for Establishing an hygienic centre.
Topic 9: Permission and Consent Forms for Medical and Dental Emergencies.

THEME 12: Parent Education

Topic 1: Group Meetings.
Topic 2: Guest Speakers.
Topic 3: Individual Parent Conferences related to Health Issues.
Topic 4: Parent Resource Library.
Topic 5: Bulletin Boards and Displays.

THEME 13: Community Resources

Note: *Refer to Material in Parent/Teacher/Community Relations.
Include specific Health and Nutrition related resources not previously mentioned.

RESOURCES:

Film: Jenny is a Good Thing. National Film Board.

Film: Living with Stress. Heart Foundation.

Film: Body Defenses Against Disease.

Film: A Gift: An Obligation. (Immunizations) Provincial Health Media Centre.

Film: Epilepsy: For Those Who Teach. B.C. Epilepsy Association in Vancouver Neurology. Images of Epilepsy.

Film: What's Good to Eat? E.D.I. - Diabetes - B.C. Diabetic Association.

Video: Nutrition. Growing Years Series.

Film: Think Before You Eat. N.F.B. The Human Body: The Digestive System.

Denhoff, E. Cerebral Palsy - The Preschool Years: Diagnosis, Treatment and Planning. Springfield, Ill.: Charles C. Thomas, 1968.

Endres, J.B. & Rockwell, R.E. Food, Nutrition and the Young Child. Toronto: Moseby, 1980.

Foster, Florence. "Nutrition and Educational Experience: Interrelated Variables in Children's Learning". Young Children. Vol. 27, No. 5, June, 1972.

Freiberg, S. Insights from the Blind. New York: Basic Books, 1977.

Glasscott, R.M. & Fishman, M.E. Mental Health Programs for Pre-School Children: A Field Study. Washington, D.C. Joint Information Service of the American Psychiatric Assoc. and the National Assoc. for Mental Health, 1974.

Goodwin, M. Creative Food Experiences for Children. Washington, D.C.: Centre for Science in Public Interest, 1974.

Gotts, E.A. (compiler) A Bibliography Related to Early Childhood Education, Child Development and Preschool Handicapped Children. Austin, Texas: University of Texas, ERIC Document Reporduction Service No. ED 061-687.

Homan, W.E., Md. Caring for Your Child - A Complete Medical Guide. Consumer Guide, New York: kHarmony Books, 1979.

Karsch, B.B. "Nutrition Education in Day Care". Focus on Services to Young Children. Stark, R. (ed), Washington, D.C.: The American Home Economics Assoc., 1978.

Kaufman, J. How We are Born, How We Grow, How Our Bodies Work and How We Learn. New York: Golden Press, 1975. (for children)

Joint Commission on Mental Health of Children. Crisis in Child Mental Health for the 70's. New York: Harper & Row, Publ., 1970.

Lambert-Lagace, L. Feeding Your Child From Infancy to Six Years Old. Don Mills, Ontario: General Publ. Co., 1982.

Pipes, P. Nutrition in Infancy and Childhood. Moseby, 1977.

Reinisch, E. & Minear, R.E. Health of the Preschool Child. New York: Wiley & Sons, 1978.

Samuels, M. & N. The Well Child. Summit Books, 1982.

Thomas, L. Caring For and Looking After the Allergic Child. Drake, 1974.

Throop, S. Health and Safety for the Young Child. Belmont, Calif.: Fearon, 1974.

Vancouver Health Dept./B.C. Nutrition Council. Selected Nutrition Books for Popular Reading. Vancouver: Ministry of Health, 1981.

Vaughn, G. Mummy, I Don't Feel Well: A pictorial guide to common childhood illnesses. London: Berkeley Graphics, 1970.

COURSE: FIRST AID

SOFA (6 to 15 hours)

(Safety Oriented First Aid) OR (Emergency First Aid)

*Note: This course is generally given by St. John Ambulance and Participants receive a S.O.F.A. certificate upon successful completion.

Topics to be covered include:

- artificial respiration.
- choking.
- treating an unconscious child.
- control of bleeding.
- signs, symptoms and treatment of shock.
- bone and joint injuries.
- splinting, dressings and bandaging.
- injuries to head, neck and spine.
- poisoning - prevention and treatment.
- emergency treatment for specific conditions.
- environmental injuries.
- injuries to the eye (removal of foreign material)

It is also recommended that students enrol in a 4-hour course offered by the Canadian Heart Foundation entitled Baby Saver.

RESOURCES:

American National Red Cross. Standard First Aid and Personal Safety. Garden City, N.Y.: Doubleday, 1973.

Florio, A. & Stafford, G. Safety Education. McGraw Hill, 1969.

Green, Martin. A Sigh of Relief. New York: Bantam Books, 1977.

Green, Martin. Your Family Protection Guide: Life Savers, The Complete Home Medical and Emergency Handbook. New York: Ballantyne Books, 1981.

HEALTH, NUTRITION AND FIRST AID

SUMMARY SHEET

BODY AREA	TOPIC COVERED BY LECTURE, PAMPHLETS.	TOPIC COVERED BY S.O.F.A.	TOPIC COVERED BY CLASS ASSIGNMENTS
HEAD	- hair - face	- head and neck injuries - fainting	- lice, nits, ringworm, impetigo
EYES	- conjunctivitis - detecting poor vision.	- eye injuries - foreign body in in eye.	
EAR, NOSE	- anatomy & physiology - ear aches - ear infection - wax - myringotomy - foreign object in ear or nose. - nosebleed	- choking - blood from ear or nose.	- strep throat, - tonsilities, adenoiditis.
RESPIRATORY	- anatomy & physiology - common cold - fever, taking temperature - coughs	- artificial respiration - shock - recovery position - care of unconscious	- pneumonia - pertussis - croup - allergies & asthma - scarlet fever
DIGESTIVE SYSTEM	- anatomy & physiology - vomiting, diarrhoea, giardiasis - abdominal pain - dehydration - food poisoning	- diabetic emergencies	- diabetes - hypoglycemia - infectious hepatis - pinworms
NERVOUS SYSTEM	- convulsions, what to do	- epileptic seizures	- epilepsy - meningitis - cerebral palsy - poliomyelitis
SKIN OR RELATED CONDITIONS	- bites and stings	- bleeding - illnesses due to extremes of heat or cold	- scabies - impetigo - ringworm - prickly heat - sunburn - sunstroke - heat exhaustion
MUSCLES AND JOINTS		- injuries to joints - fractures - immobilization of injuries and transportation	- juvenile arthritis - poliomyelitis - cerebral palsy - rheumatic fever

CLASSROOM ACTIVITIES

1. Divide a centre into 7 different sections, toileting area, eating area, housekeeping corner, sleeping area, cubbies, general housecleaning and other play areas and equipment. Examine the centres in terms of safety and accident prevention and hygienic considerations. Do this as a group activity, each small group reports its findings to the class as a whole.

2. To help students use their own observational skills, have students list the characteristics of a healthy/unhealthy child from head to toe. (e.g. hair, skin, eyes, etc.)

3. Have each student bring to class, one nutritious snack to share (enough for 3 or 4 people). Recipes should be duplicated for classmates.

4. Brianstorm as a large group all possibilities for parent education projects.

5. Have a dental hygienist visit to discuss general dental care.

ASSIGNMENTS

1. Select one personal health improvement goal and design an action plan that will include one or more strategies by which you plan to achieve your goal. Identify specific evaluation procedures whereby you will know if your action plan and individual strategies are proceeding as expected towards your goal.

   SPECIFIED --- ACTION ------- STRATEGY --------EVALUATION
   GOAL PLAN PROCEDURES

2. Compile a Health Resource File.

3. Compile a Nutrition Resource File.

   These files must be useful to you, parents, staff. The files will be well indexed into sections and may include pamphlets, articles, charts, class notes, etc. Recipes can be duplicated and shared with classmates.

4. Written assignment (one page typed, single spaced) on ONE of the common childhood illnesses or conditions selected from the list below. Include where applicable, such information as:

   - identification and/or explanation of condition (cause, area affected, etc.)
   - signs and symptoms
   - mode of transmission
   - incubation period (from date of exposure to first symptoms)
   - period of communicability (time when disease is contagious)
   - general care and treatment
   - methods of control if any
   - resource and reference list, pamphlets, etc.

SELECT ONE OF THE FOLLOWING:

allergies and asthma
diabetes, hypoglycemia
cerebral palsy
pneumonia
epilepsy
strep throat, tonsilitis,
impetigo, eczema
scabies, ringworm
scarlet fever
prickly heat, sunburn

juvenile arthritis
poliomyelitis
diphtheria, tetanus
whooping cough, croup
infectious hepatitis
adenoiditis
rheumatic fever

lice, nits, pinworms
sunstroke, heat exhaustion

Other choices to be approved by Instructor.

These assignments can be shared with all classmates for your Health Resource Files.

5. Prepare 5 snack recipes suitable for young children. Discuss:

    1. nutritional content
    2. children's involvement in preparation and clean-up
    3. developmental values.

6. First-aid oral examination and practical demonstration.

7. For ONE specific age group:

    1. Briefly outline the physical developmental skills related to eating usually developing at this age.

        e.g. - thumb-finger opposition
        - tongue and mouth muscle development
        - teeth eruption
        - sitting ability, etc.

2. Outline one day's menu or food intake including breakfast, mid-morning snack, lunch, mid-afternoon snack, dinner, and night-time snack or feeding if applicable. Suggest approximate amounts for an average-sized infant, toddler or preschooler. Keep in mind daily nutritional requirements as well as developmental needs for this age.

8. a) Design an ideal diaper change area for your new infant/toddler daycare centre.

    i) Include a diagram of your proposed arrangement of furniture, sink, equipment and materials, etc.

    ii) Write a detailed description of the factors (e.g. safety, hygiene, comfort, lighting, ventilation, storage, etc.) that you have taken into consideration in planning this area.

   b) Outline your proposed diapering (changing) procedure that you would post for all staff to follow.

9. Summarize the introduction of solid foods to infants outlining:

   - the physiological or body readiness to accept solids.
   - approximate age when introduction begins and why at this time and not before.
   - a general guideline of what to introduce and when, up to the age of 12 months.
   - any other factors to be considered.

10. For an 18 month old child, briefly outline one day's menu or food intake including breakfast, mid-morning snack, lunch, mid-afternoon snack, dinner, and nighttime snack or feeding if aplicable. Suggest approximate amounts for an average-sized toddler. Keep in mind daily nutritional requirements as well as developmental and emotional needs for this age.

    NOTE: Assignments # 7, 8, 9 and 10 are related to the care of infants and toddlers

EARLY CHILDHOOD EDUCATION

BLOCK PRACTICUM

YEARS I AND II

General Information

Since field placements and supervision of students may occur on an ongoing basis throughout the year, no specific guidelines have been offered in terms of organization.

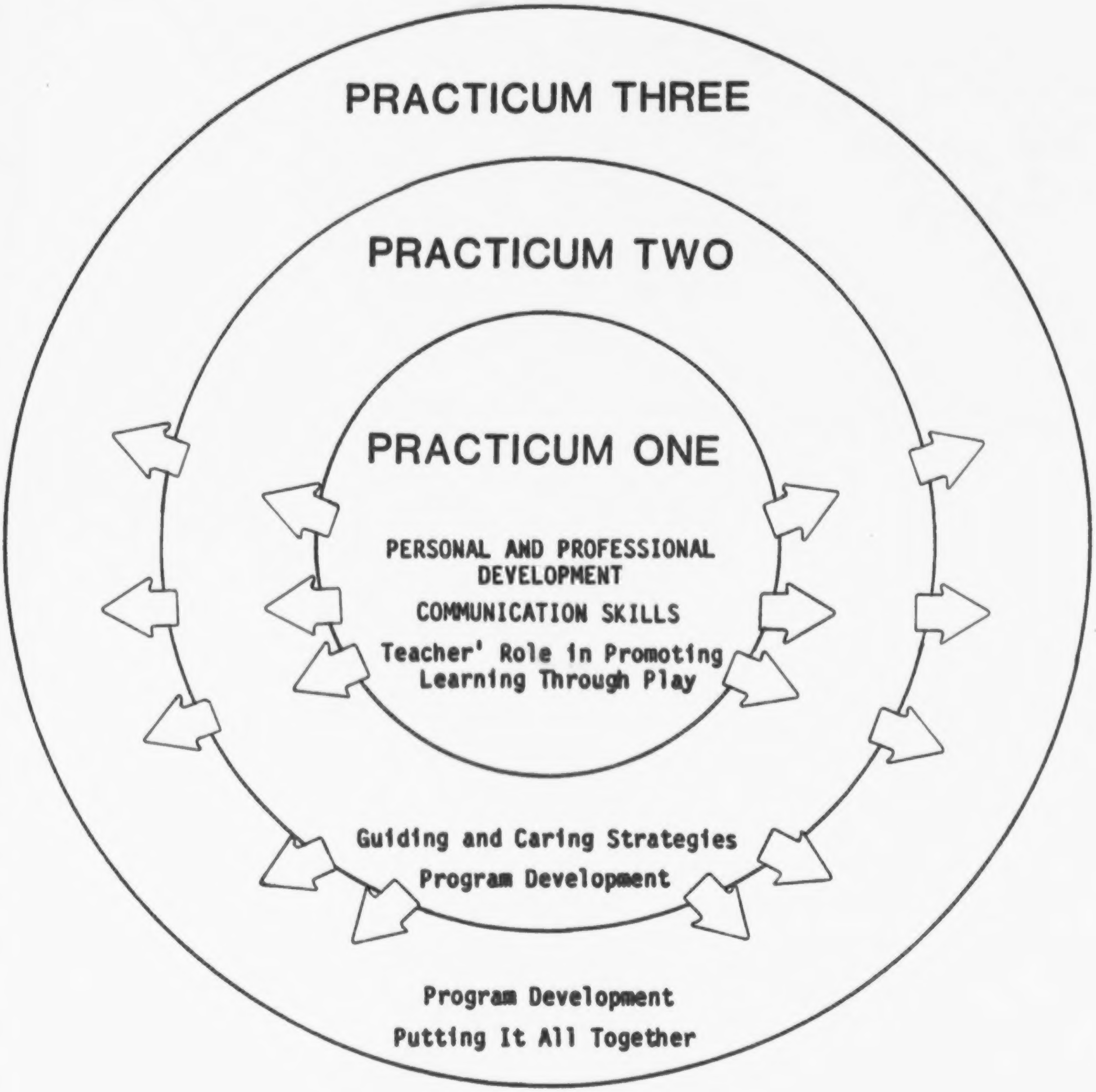
However, it should be noted that there is a total of 280 hours of Block Practicum experience required in this Program.

In most cases, this requirement is divided into 3 separate Practicums:

Spring Term - Year I	Block Practicum I	2 weeks (80 hrs)
Fall or Winter - Year II	Block Practicum II	2 weeks (80 hrs)
Spring or Summer - Year II	Block Practicum III	3 weeks (120 hrs)

The following material may be helpful for assessing student competency during these Practicum periods. Please note that the Assessment Booklets are in the process of being revised and that, in fact, continuous review and revision is recommended on a regular basis.

Below is a representation of the major themes that will be focussed on in each of the three practicums. The progressive development of skills will allow the student to integrate the course content with the practical experience.


PRACTICUM THREE
PRACTICUM TWO
PRACTICUM ONE
PERSONAL AND PROFESSIONAL DEVELOPMENT
COMMUNICATION SKILLS
Teacher' Role in Promoting Learning Through Play
Guiding and Caring Strategies
Program Development
Program Development
Putting It All Together

Block Practicum I: Assessment Booklet

* Note: This booklet was prepared for assessment of student competencies in Block Practicum I. It is offered as a guideline to field instructors who may wish to add or delete items to meet individual program needs.

SEE APPENDIX 1

E.C.E. BLOCK PRACTICUM II

Practicum students are responsible for:

1. becoming actively involved
2. seeking guidance from sponsor teacher
3. fulfilling assignment requirements
4. becoming familiar with evaluation form and using it on a daily basis.

Assignments

A. Daily Log

This is to be done in the form of a journal, with entries for each day in Practicum. While the log may be as extensive as you wish to make it, it must include the following:

1. An expression of your feelings, problem areas and concerns
2. A description of your Program Contributions with respect to:
    a) the name of the activity
    b) your goals and objectives in presenting
    c) the children's response
    d) an evaluation - was it successful? was it unsuccessful? why? what might you do differently next time? what have you learned?

Please keep the logbook at your centre. It will be a focal point for discussion when your instructor comes to visit.

B. Program Competencies

Plan and implement a minimum of 2 activities each week related to curriculum areas. These must be discussed with sponsor teachers before implementation. In planning these activities, be sure to consider:

Assignments cont'd

1. individual needs and differences in children
2. space, setting, equipment, staffing
3. values in developmental areas (physical, cognitive, social, emotional)
4. learning principles (motivation, readiness, sensory involvement, reinforcement)
5. flexibility
6. integrated curriculum
7. theme work in your centre

Select 2 of the following activities for each week:

Week I	Music	Manipulative Play
	Literature	Science
Week II	Dramatic Play	Large Muscle Activity
	Art	Math
Week III	Social Studies	Language
	Science	Cognition

C. Proposal to Change an Aspect of the Practicum Centre

During the 2nd week of Practicum, the student (perhaps with the guidance of the sponsor teacher) will identify one aspect, area or existing practice in the centre which he/she might change or modify given the opportunity.

This proposal for change will be written up giving the rationale, objectives and procedures for change. The proposal will then be discussed with the sponsor teacher.

*The change may only be implemented with full agreement and co-operation of the staff. If the proposal does not meet with agreement from staff for whatever reason, the student will document the reasons given in the written report and make a statement of his/her feelings on this matter.

If the change is implemented, the student will assess and evaluate the results and add this to the written report.

Please keep the logbook at your Centre. It will be a focal point for discussion when your instructor comes to visit.

BLOCK PRACTICUM II

ASSESSMENT BOOKLET

SEE APPENDIX 2

LESSON PLAN SHEETS FOR CURRICULUM ACTIVITIES IN BLOCK PRACTICUM II

Student's Name ______________________________ Date ____________________

Teacher ________________ Center ___________ Age Range _______ to _____

ACTIVITY PLAN

NAME OF THE ACTIVITY

1. Developmental goals: ____

2. Objectives: ____

3. Materials needed: ____

4. Procedure: ____

5. Guidance suggestions, including limits: ______________________

6. Special objectives: ______________________

7. Evaluation and suggestions for future use: ______________________

APPENDIX 1

EARLY CHILDHOOD EDUCATION

BLOCK PRACTICUM I

BLOCK ASSESSMENT BOOKLET

STUDENT'S NAME: ______________________

PRACTICUM CENTRE: ______________________

ADDRESS: ____________________ PHONE: ______________

PRACTICUM SPONSOR TEACHER: ______________________

PRACTICUM INSTRUCTOR: ______________________

DATE: ______________________

INTRODUCTION

This assessment booklet highlights beginning competencies which are fundamental to quality care, guidance and development of young children.

Practicum students, with assistance from their instructors, are responsible for providing examples of demonstrated competency from their Practicum experience.

Sponsor teachers are asked to complete only those sections entitled "Sponsor Teacher Comments". These appear at the end of each competency area.

Any queries regarding clarification or use of this booklet should be directed the instructor.

PERSONAL AND PROFESSIONAL CONDUCT AND ATTITUDE

The student demonstrates readiness for employment by:

1. being punctual and responsible for notifying centre staff as well as instructor re: illness, etc.

2. taking a responsible attitude towards appreciating Practicum as a learning opportunity.

3. developing a friendly and co-operative relationship with staff.

4. showing willingness to accept suggestions as an opportunity for learning and not as personal criticism.

COMMUNICATION SKILLS

The student demonstrates effective verbal and non-verbal communication skills by:

(1) establishing eye contact and giving full attention to the child.

(2) communicating in an interesting and expressive tone of voice.

(3) using clear, concise and direct messages.

(4) effectively using non-verbal signals.

(5) reinforcing positive behaviour both verbally and non-verbally.

(6) demonstrating congruency between verbal and non-verbal messages.

(7) using positive rather than negative statements.

COMMUNICATION SKILLS continued

(8) acknowledging and accepting feelings before stating a limit.

(9) stating what is observable (e.g. "I see the painting is dripping on the floor".)

(10) using "I" messages (e.g. I feel frustrated when ...")

(11) offering a choice only when intended.

(12) interpreting, where appropriate, messages which one child is giving to another (e.g. "Michael's telling you that ...")

SPONSOR TEACHER COMMENTS: (Please note areas of strength & areas for improvement or further practice).

SPECIFIC GUIDANCE AND MANAGEMENT STRATEGIES

Observe and provide an example of a staff member demonstrating the following strategies:

Prevention Oriented Strategies

1. arranging time, space & materials in order to prevent behaviour problems.

   ____

   ____

   ____

2. scanning the room to identify potential problem areas.

   ____

   ____

   ____

3. allowing children time to comprehend and act on a requirement or expectation.

   ____

   ____

   ____

4. ignoring negative behaviour.

   ____

   ____

   ____

PREVENTION/LOW-MEDIUM INTERVENTION STRATEGIES

1. using proximity and touch control.

2. using questions to help a child follow through on his or her actions.

3. engaging children in the use of problem-solving skills.

4. offering hurdle help.

5. providing redirection.

6. applying logical consequences within a reasonable time frame.

7. providing consistent follow-through.

HIGH INTENSITY.INTERVENTION STRATEGIES

1. using clear, concise commands.

2. limiting materials and space.

3. using social isolation (time-out).

4. using physical restraint.

TEACHERS' ROLE IN PROMOTING LEARNING THROUGH PLAY

This section will focus on the role of the teacher infacilitating physical, cognitive, emotional and social development through play. For each of the following categories:

1. choose a different learning centre to focus on.
2. identify the learning centre in which the interaction took place.
3. describe what you said or did to promote learning.

CATEGORY: PHYSICAL DEVELOPMENT

LEARNING CENTRE: ____________________

TEACHER'S ROLE	WHAT YOU DID/SAID
1. providing supervision	1.____________________
2. ensuring safety and security	2.____________________
3. recognizing efforts and achievements.	3.____________________
4. creating challenges	4.____________________
5. modeling enthusiasm and interest.	5.____________________

SPONSOR TEACHER COMMENTS: (Please note area of strength and areas for improvement or further practice.

CATEGORY: COGNITIVE DEVELOPMENT

LEARNING CENTRE: ______________________________

	TEACHER'S ROLE	WHAT YOU DID/SAID
1.	helping children develop concepts. (e.g. shape, size, time, colour, number, etc.)	1.
2.	using comments and open-ended questions to assist children in problem-solving.	2.
3.	modelling good sending and listening skills.	3.
4.	extending childrens' vocabulary.	4.
5.	encouraging communication between and amongst peers.	5.
6.	acknowledging unique and creative approaches.	6.

SPONSOR TEACHER COMMENTS: (Please note areas of strength and areas for improvement or further practice).

CATEGORY: EMOTIONAL DEVELOPMENT

LEARNING CENTRE: ______________________________

TEACHERS' ROLE	WHAT YOU DID/SAID
1. promoting positive self-concept.	1. ______________________________
2. promoting the development autonomy and initiative (e.g. self-help skills, risk-taking, mastery.	2. ______________________________
3. helping children to express feelings appropriately.	3. ______________________________

SPONSOR TEACHER COMMENTS: (Please note areas of strength and areas for improvement or further practice.)

CATEGORY: SOCIAL DEVELOPMENT

LEARNING CENTRE: ____________________

TEACHER'S ROLE	WHAT YOU DID/SAID
1. respecting childrens' needs engage in varying stages of play.	1.
2. respecting childrens' needs engage in various types of play.	2.
3. assisting in the development of social skills by encouraging: (a) sharing	3.(a)
(b) turn taking	(b)
(c)co-operating	(c)
(d) sensitivity	(d)

SPONSOR TEACHER COMMENTS: (Please note areas of strength and areas of improvement or further practice.)

SPONSOR TEACHER SUMMARY COMMENTS REGARDING PRACTICUM:

INSTRUCTOR SUMMARY COMMENTS:

APPENDIX II

EARLY CHILDHOOD EDUCATION

COMPETENCY ASSESSMENT

BLOCK PRACTICUM II

STUDENT'S NAME: ____________________ PHONE: __________

ADDRESS: ______________________________________

____

PRACTICUM CENTRE: ____________________ PHONE: __________

ADDRESS: ______________________________________

____

SPONSOR TEACHER: ____________________ PHONE: __________

ADDRESS: ______________________________________

____

PRACTICUM INSTRUCTOR: ____________________ PHONE: __________

ADDRESS: ______________________________________

____

This evaluation booklet identifies achievement of competencies which are fundamental to quality care, guidance and development of young children.

INTRODUCTION

This assessment booklet highlights competencies which are fundamental to quality care, guidance and development of young children.

The left hand margin entitled "Related Competencies" provides a cross-reference to the Competencies in Early Childhood Education document produced by the B.C. Ministry of Education in 1979.

Practicum students are responsible for providing examples of demonstrated competency from their practicum experience.

Sponsore teachers are asked to complete only those sections entitled "Sponsor Teacher Comments". This may be done in point or short paragraph form and should indicate strengths or areas for further work related to each section. Hopefully, the itemized competencies will provide a helpful guideline for these comments.

Any queries regarding the clarification or use of this booklet should be directed to the student's field supervisor.

TABLE OF CONTENTS

Guiding and Caring for Children

A. Physical Development....................................page 1.

B. Cognitive Development...................................page 3.

C. Emotional Development...................................page 6.

D. Social Development......................................page 9.

E. Guiding Children's Behaviour..........................page 11.

F. Personal and Professional Conduct and Attitude........page 16.

G. Summary Comments..page 18.

Instructor Comments	Guiding and Caring for Children

A. Physical Development

1. The student supports physical development in play by:
    - * ensuring safety and security
    - * recognizing efforts and achievements
    - * creating challenges to each child's strength and coordination
    - * encouraging perceptual awareness

Examples: ____________________

2. The student recognizes and supports the health and safety needs of children by
    - * spotting environmental hazards
    - * responding to the child's health and safety throughout the day
    - * promoting healthy habits

Examples: ____________________

Instructor Comments	Guiding and Caring for Children
	3. The student models good health habits. Examples: ______________________

Sponsor Teacher Comments: ______________________

Instructor Comments	Guiding and Caring for Children

B. Cognitive Development

1. The student encourages learning through play by:
    - * using comments and open-ended questions
    - * providing additional resources
    - * recognizing readiness
    - * motivating children

Examples: ______________________________

____

____

____

____

____

2. The student offers opportunities for children to develop concepts by:
    - * helping children attend to properties and characteristics of objects
    - * offering opportunities for children to practice ordering, differentiating, classifying, sequencing and remembering

Examples: ______________________________

____

____

____

____

Instructor Comments	Guiding and Caring for Children

3. The student supports receptive and expressive language development by:
    - * encouraging listening skills
    - * encouraging peer communication and discussion
    - * recognizing children's language irregularities and modelling correct usage
    - * taking time with the non-verbal or dysfluent child
    - * extending children's vocabulary
    - * demomstrating congruency in verbal and non-verbal communication

Examples:

4. The student supports creativity in play by:
    - * offering open ended materials (including those which are messy)
    - * valuing unique approaches

Examples:

Instructor Comments	Guiding and Caring for Children
	5. The student models a creative spirit and a positive attitude toward learning. Examples: ______

Sponsor Teacher Comments ______

Instructor Comments	Guiding and Caring for Children

C. Emotional Development

1. The student establishes a sense of trust and security by:
    - * allowing time and opportunites to form relationships
    - * being consistent

Examples: ______________________________

____

____

____

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____

2. The student supports the development of autonomy, initiative and positive self-concept by:
    - * ensuring successes for each child
    - * encouraging self-help skills
    - * recognizing efforts and achievements

Examples: ______________________________

____

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Instructor Comments	Guiding and Caring for Children

3. The student helps each child express feelings by:
   - * encouraging dramatic play
   - * providing for acceptable emotional release
   - * helping a child identify and verbalize feelings

Examples: ______________________

4. The student models emotional well-being.

Examples: ______________________

Sponsor Teacher Comments: ______________________________

Instructor Comments	Guiding and Caring for Children

D. Social Development

1. The student recognizes and supports the child's level of social development by:
   - * respecting children's needs to engage in varying stages of play (ie. solitary, parallel, associatives, co-operative)
   - * assisting the child to move from an egocentric to a socialized perspective

Examples: ______________________________

2. The student helps children develop skills for socializing by:
   - * encouraging the use of receptive and expressive language with peers
   - * encouraging dialogue on friends, family and community
   - * developing an appreciation of similarities and differences among children
   - * encouraging children to participate as both leaders and followers
   - * encouraging non-sexist attitudes and behaviour
   - * helping children learn to share time, space, materials, adults, ideas

Instructor Comments	Guiding and Caring for Children
	Examples: ____________________ ____________________ ____________________ ____________________ 3. The student models pro-social skills. Examples: ____________________ ____________________ ____________________ ____________________

Sponsor Teacher Comments ____________________

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E. Guiding Children's Behaviour

The following are effective guidance and mangement strategies used by teachers. Give an example of each.

Prevention Oriented Strategies

1. Awareness of pre-arrangement of TIME, SPACE and MATERIALS as these effect the potential for behaviour problems. ____________________

2. Scanning the room in an effort to forestall. ____________________

3. Clarifying behavioural expectations as defined by centre staff.

4. Allowing time for children to comprehend and act on a requirement or expectation. ______________________________

5. Reinforcing positive behaviour both verbally and non-verbally.

6. Ignoring negative behaviour when this is appropriate. __________

Prevention/Low-Medium Intensity Intervention Strategies

1. Phrasing requirements and limits positively. ______________

2. Offering a choice only when intended. ______________________

3. Using firm, but agreeable tone and cadence. ______________________

4. Signalling through non-verbal communication. ______________________

5. Using proximity and touch control. ______________________

6. Acknowledging and accepting feelings but limiting actions. ______________________

7. Reminding. ______________________

8. Using questions to help a child follow through on his/her actions.

____

9. Engaging chidren in the use of problem-solving skills. ____________

10. Offering hurdle help. ____________

11. Providing redirection. ____________

12. Using logical consequences within a time frame. ____________

13. Using "I" messages. ____________

14. Ensuring consistent follow through. ____________

High Intensity Intervention Strategies

1. Using commands effectively.

2. Limiting materials and space.

3. Using social isolation (time out).

4. Using physical restraint.

Sponsor Teacher Comments:

Student's Comments: ____

Sponsor Teacher Comments ____

F. Personal and Professional Conduct and Attitude

The student demonstrates a conscientious attitude toward professional conduct by:

	Yes	No
1. Arriving and departing at designated times.		
2. Attending each scheduled day.		
3. Notifying sponsor teacher if expecting to be late or absent.		
4. Assuming responsibility for learning and following, policies of the centre.		
5. Anticipating and following the daily schedule.		
6. Remembering directions from day to day.		
7. Asking questions at appropriate times.		
8. Asking for clarification when unsure or unclear.		
9. Attending staff or parent meetings when given the opportunity.		
10. Supporting staff in teacher preparation, routines, projects, housekeeping, etc.		
11. Relating to staff in a friendly, interested manner.		
12. Demonstrating interest and enthusiasm.		
13. Accepting constructive criticism		
14. Accepting opinions different from own.		
15. Accepting one's position in the student teacher role.		
16. Evaluating own personal and professional growth and development.		

Guiding and Caring for Children

G. Summary Comment

Student: ____________________

Sponsor Teacher: ____________________

Practicum Instructor: ____________________

APPENDIX III

COMPETENCY ASSESSMENT BOOKLET

BLOCK PRACTICUM III

Student's Name: ______________________________

Student's Home Phone: ______________________________

Practicum Centre: ______________________________

Practicum Sponsor Teacher: ______________________________

Centre Phone: ______________________________

Practicum Instructor: ______________________________

Instructor's Phone: ______________________________

Date of Practicum: ______________________________

I. QUALITY OF INTERACTION (1)

A. Quality of Interactions with Children

Practicum Instructor Rating: Excellent (1) Above Average (2) Average/Adequate (3) Needs Improvement (4) Unacceptable (5)

	1	2	3	4	5
1. Warm					
2. Friendly					
3. Interacts Often					
4. Physical Contact					
5. Accepts Instrumental/ Dependency Behaviour					
6. Accepts Affection/ Dependency Behaviour					

Student Examples of 4, 5 and 6 above:

Sponsor Teacher Comments:

Strengths:

Areas for Future Growth:

I. QUALITY OF INTERACTION continued (2)

B. Quality of Interactions with Adults

Practicum Instructor Rating: Excellent (1) Above Average (2) Average/Adequate (3) Needs Improvement (4) Unacceptable (5)

	1	2	3	4	5
1. Attitude					
2. Communication Skills					
3. Team Approach					
4. Timing of Interactions					
5. Response to Constructive Criticism					
6. Takes Initiative					

Student Examples of 1 - 6:

Sponsor Teacher Comments:

Strengths:

Areas for Future Growth:

I. QUALITY OF INTERACTION continued

C. Contributions to Daily Activities

Practicum Instructor Rating: Excellent (1) Above Average (2) Average/Adequate (3) Needs Improvement (4) Unacceptable (5)

	1	2	3	4	5
1. Total Area Supervision					
2. Takes Initiative for Involvement (housekeeping, routines, transitions)					
3. Completes Tasks in Reasonable Time					
4. Promotes Child Clean Up					
5. Is Willing to do More Than the Minimum					

Student Examples of 1 - 5:

Sponsor Teacher Comments:

Strengths:

Areas for Future Growth:

I. QUALITY OF INTERACTION continued (4)

D. Quality of Program Presentations

Practicum Instructor Rating: Excellent (1) Above Average (2)
Average/Adequate (3) Needs Improvement (4) Unacceptable (5)

	1	2	3	4	5
1. Organized					
2. Enthusiastic					
3. Flexible					
4. Clear Statements					
5. Appropriate to Age Level					
6. Appropriate to Individual Differences					
7. Motivates Learning					
8. Promotes Problem Solving					
9. Reinforces Attention to Tasks					
10. Provides Variety in Methods & Techniques					
11. Manages Time Well					
12. Manages Group Effectively					

Student Examples of 1 - 5:

____

____

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____

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____

Sponsor Teacher Comments:

Strengths: ____

____

____

Areas for Future Growth: ______________________________

____

____

(5)

PRACTICUM INSTRUCTOR COMMENTS	GUIDING CHILDREN'S BEHAVIOUR	STUDENT'S EXAMPLES
	1. Models relationships based upon trust, respect & affection	
	2. Encourages & Supports Children in Making Choices and Decisions	
	3. Gives Positive Reinforcement for Desirable Behavior	
	4. Gains a Child's Attention Before Stating a Limit or a Requirement	
	5. Phrases Limits or Requirements in a Positive Way	

PRACTICUM INSTRUCTOR COMMENTS	GUIDING CHILDREN'S BEHAVIOUR	STUDENT'S EXAMPLES
	6. Avoids phrasing limits, requirements or expectations as questions.	
	7. Consistency reinforces limits and expectations in accordance with centre policy.	
	8. Sets limits which do not unnecessarily restrict children's freedom.	
	9. Allows ample time for children to comprehend or act on requirements.	
	10. Offers help at the appropriate level by a) making statements b) providing verbal assistance or direction c) modelling or providing physical assistance	

PRACTICUM INSTRUCTOR COMMENTS	GUIDING CHILDREN'S BEHAVIOUR	STUDENT'S EXAMPLES
	11. Avoids reinforcing undesirable behavior by ignoring it when appropriate.	
	12. Redirects, diverts or changes situations which may elicit undesirable behavior.	
	13. Supports children in the use of problem-solving skills to resolve conflicts.	
	14. Supports both the hurting and hurtful child in conflicts.	
	15. Employs strategies such as commands, isolation or "time-out" sparingly and only where appropriate.	

Weekly Plan: Week 1

THEME ______________________________

(Star * the activities which will be expanded in Detailed Program Plans)

Potential Programming Areas	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Socials/ Science					
Language Arts					
Literature					
Music/ Movement					
Dramatic Play					
Blocks					
Art					
Group/ Circle					
Outdoor Play					
Trips/ Visitors					
Cooking/ Snack					

Weekly Plan: Week 2

THEME ______________________________

(Star * the activities which will be expanded in Detailed Program Plans)

Potential Programming Areas	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Socials/ Science					
Language Arts					
Literature					
Music/ Movement					
Dramatic Play					
Blocks					
Art					
Group/ Circle					
Outdoor Play					
Trips/ Visitors					
Cooking/ Snack					

PROGRAM PLAN I

Curriculum Area ______________________________

Activity Title ______________________________

Goals 1. ______________ 2. ______________

3. ______________ 4. ______________

Specific Activity Objectives: 1. ______________

2. ______________

3. ______________

4. ______________

Procedure

1. Location ______________________________

2. Set Up and Materials ______________________________

3. Introduction (Motivator) ______________________________

4. Content ______________________________

5. Closure ______________________________

6. Clean Up ______________________________

7. Transition ______________________________

EVALUATION

1. Identify and discuss individual children's responses.

2. Comment on your effectiveness.

3. Were your goals/objectives met?

   If yes, how?

   If no, what would you do differently?

4. Suggestions for future elaboration

PROGRAM PLAN II

Curriculum Area ____________________

Activity Title ____________________

Goals 1. ____________ 2. ____________

3. ____________ 4. ____________

Specific Activity Objectives: 1. ____________

2. ____________

3. ____________

4. ____________

Procedure

1. Location ____________________

2. Set Up and Materials ____________________

3. Introduction (Motivator) ____________________

4. Content ____________________

5. Closure ____________________

6. Clean Up ____________________

7. Transition ____________________

EVALUATION

1. Identify and discuss individual children's responses.

2. Comment on your effectiveness.

3. Were your goals/objectives met?

   If yes, how?

   If no, what would you do differently?

4. Suggestions for future elaboration

PROGRAM PLAN III

Curriculum Area ______________________________

Activity Title ______________________________

Goals 1. ______________ 2. ______________

3. ______________ 4. ______________

Specific Activity Objectives: 1. ______________

2. ______________

3. ______________

4. ______________

Procedure

1. Location ______________________________

2. Set Up and Materials ______________________________

3. Introduction (Motivator) ______________________________

4. Content ______________________________

5. Closure ______________________________

6. Clean Up ______________________________

7. Transition ______________________________

EVALUATION

1. Identify and discuss individual children's responses.

2. Comment on your effectiveness.

3. Were your goals/objectives met?

   If yes, how?

   If no, what would you do differently?

4. Suggestions for future elaboration

PROGRAM PLAN IV (16)

Curriculum Area ______________________________

Activity Title ______________________________

Goals 1. ________________ 2. ________________

3. ________________ 4. ________________

Specific Activity Objectives: 1. ________________

2. ________________

3. ________________

4. ________________

Procedure

1. Location ______________________________

____

____

2. Set Up and Materials ______________________________

____

____

3. Introduction (Motivator) ______________________________

____

____

4. Content ______________________________

____

____

5. Closure ______________________________

____

____

6. Clean Up ______________________________

____

____

7. Transition ______________________________

____

____

EVALUATION

1. Identify and discuss individual children's responses.

2. Comment on your effectiveness.

3. Were your goals/objectives met?

   If yes, how?

   If no, what would you do differently?

4. Suggestions for future elaboration

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EDUCATION PROGRAM
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